DOCUMENT RESUME

ED 142 556 95 SP 011 389

TITLE Interim Evaluation Report for the Special Project, "A Continuing Education for Special Education Administrators."

INSTITUTION Minnesota Univ., Minneapolis. Dept. of Special Education.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE Sep 74

NOTE 129p.; For related documents, see ED 106 523 and SP 011 388

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.

DESCRIPTORS *Administrator Education; Evaluation Methods; *Performance Based Education; Performance Based Teacher Education; *Professional Continuing Education; *Program Evaluation; Questionnaires; *Special Education; Summative Evaluation

ABSTRACT

This interim report of the evaluation activities during the first year of a special project on continuing education for special education administrators outlines the major activities of the first year. These goals were: (1) development of performance objectives in the areas of fiscal management, personnel management, and program development; (2) the development of institutional materials for each of these three areas; and (3) the design and conduct of three workshops, each of which covered one of the three areas. The report is divided into four sections: (1) Evaluation of Process-Management Activities; (2) Evaluation of First Year Workshops; (3) Problems and Recommendations; and (4) Report Summary. Section 2 consists of three subsections, each covering one of the three workshops conducted during the first year of the project. The report indicates that the project accomplished its first-year activities on schedule and that participants' reactions to the workshops were favorable. Problems confronted during the year and their sclutions are discussed. Appendixes present sample questionnaire forms, workshop participant evaluation forms, and forms for comments on the part of workshop participants. (JD)

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INTERIM EVALUATION REPORT

FOR THE

SPECIAL PROJECT

"A Continuing Education for Special Education Administrators"

SP 011 389

September 1, 1974

EXAMINATION COPY
Use in Evaluations
Not Authorized

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PB0253

BACKGROUND INFORMATION

The interim evaluation report is a report of the evaluation activities and results of the first year of the Special Project entitled, "A Model for Continuing Education for Special Education Administrators." This report covers information and activities not presented in the interim report filed February 5, 1974. This Special Project is funded by the Bureau of Education for the Handicapped, United States Office of Education. The project is currently in its first month of its second year of operation (funding commenced August 1, 1973 with staff involvement September 16, 1973).

This interim report includes four major sections: (I) Evaluation of Process-Management Activities; (II) Evaluation of First Year Workshops; (III) Problems and Recommendations; and (IV) Report Summary. Section II consists of three subsections. Each subsection covers one of the three Workshops conducted during the first year of the project.

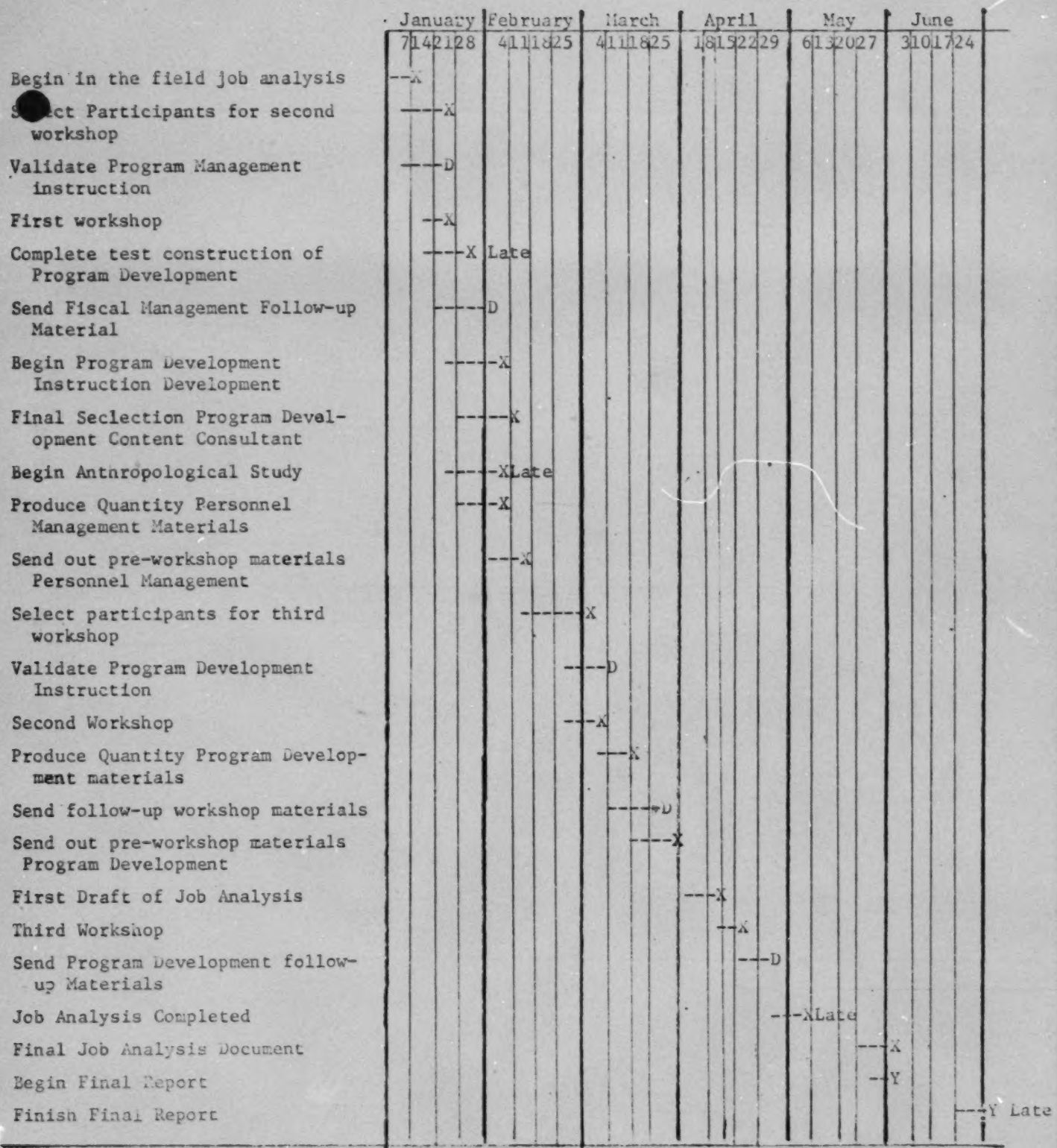
I - EVALUATION OF PROCESS-MANAGEMENT ACTIVITIES

Process-Management Activities refers to: 1) activities related to the implementation of stated project plans and events; and 2) the management of events, personnel, resources, and communication. A time-line of process-management activities was developed to ensure on-schedule implementation of project activities and to focus important management tasks. The time-line for staff activities is included at the end of this section.

Total Number of Activities:	60
Number of Activities Completed On Schedule:	42 (70%)
Number of Activities Completed Late:	10 (16.6%)
Number of Activities Dropped:	8 (13.3%)

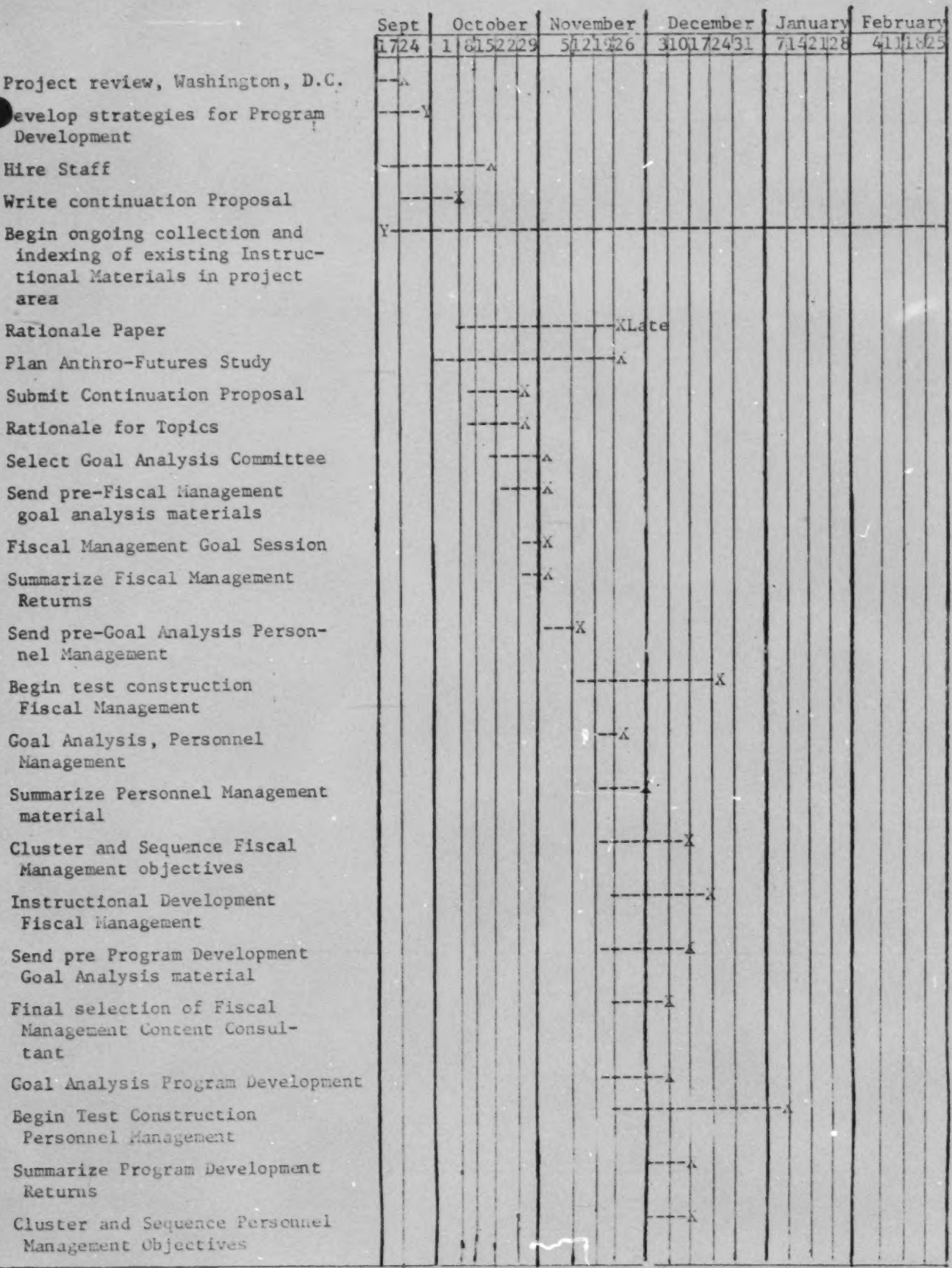
Table 1. Summary data for process-management activities.

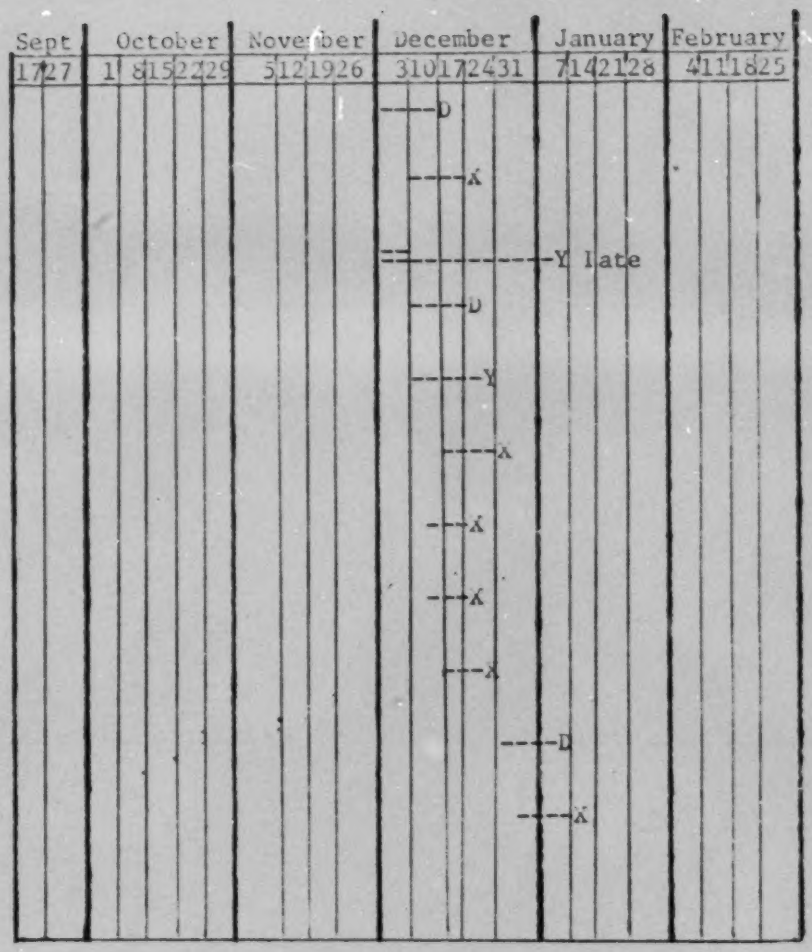
Table 1 presents the total number of project activities listed in the time-line and also the number of events completed on time, completed late, and dropped. These results indicate that project activities were implemented and completed according to schedule at a fairly high rate (70%) while only a relatively few (16.6%) of the activities were late.



In January of 1974, we began to swith our plans for year two and three based upon our thinking reported in the interim report. The model for CBL was developed and the work began on its implementation.

X = Done
Y = In Progress
D = Dropped


Sept
October
November
December
January
February
17 24 1 8 15 22 29 5 12 19 26 3 10 17 24 31 7 14 21 28 4 11 18 25
Project review, Washington, D.C.
Develop strategies for Program Development
Hire Staff
Write continuation Proposal
Begin ongoing collection and indexing of existing Instructional Materials in project area
Rationale Paper
Late
Plan Anthro-Futures Study
Submit Continuation Proposal
Rationale for Topics
Select Goal Analysis Committee
Send pre-Fiscal Management goal analysis materials
Fiscal Management Goal Session
Summarize Fiscal Management Returns
Send pre-Goal Analysis Personnel Management
Begin test construction Fiscal Management
Goal Analysis, Personnel Management
Summarize Personnel Management material
Cluster and Sequence Fiscal Management objectives
Instructional Development Fiscal Management
Send pre Program Development Goal Analysis material
Final selection of Fiscal Management Content Consultant
Goal Analysis Program Development
Begin Test Construction Personnel Management
Summarize Program Development Returns
Cluster and Sequence Personnel Management Objectives



Validate Instruction, Fiscal Management

Select Participants for Fiscal Management Workshop

Begin Anthropological, Futures

Complete Test Validation, Fiscal Management

Begin test construction for Program Development

Produce Quantity Fiscal Management materials

Final selection content consultant, Personnel Management

Cluster and Sequence Program Development Objectives

Send out pre-workshop materials Fiscal Management

Complete test validation, Personnel Management

Begin Personnel Management instruction development

X = Done

Y = In Progress

D = Dropped

II - EVALUATION OF FIRST YEAR WORKSHOPS

This section of the report is concerned with the evaluations of the three workshops held during the first year of the project. One subsection is included for each of the workshops and consists of: 1) pre-post test analysis of performance on a criterion-referenced test; and, 2) descriptive analysis of a questionnaire administered to participants at each of the workshops. The three workshops separately covered the areas of Fiscal Management, Personnel Management, and Program Development. Criterion-referenced tests which covered each of the areas were developed and administered on a pre-post basis at each of the workshops.

A. Fiscal Management Workshop

The Fiscal Management Workshop was held on January 24-26, 1974 at Rochester, Minnesota. Twenty-two Special Education Directors with less than three years experience as directors and little formal training in educational administration participated in this workshop. Fiscal Management Objectives for this workshop are listed in Appendix A.

A criterion-referenced test covering the area of Fiscal Management was developed (the procedures employed in the construction of this assessment instrument have been described in the "Interim Report to Bureau of Education for the Handicapped;" the reader is referred to that source for details). This instrument was mailed to the participants prior to the workshop with instructions to complete and return it at the workshop. Participants were also informed that they could employ any

resources they chose to answer questions. The criterion-referenced test was again administered as a post test at the end of the workshop. A copy of the Fiscal Management criterion-referenced test is included as Appendix B.

	Pre-Test	Post-Test
Date	1/10/74	1/26/74
Number of Respondents	18	18
Number of Items	76	76
Group Mean	50.6111	55.7778
Standard Deviation	5.2083	3.4084
Highest Score	56	62
Lowest Score	40	42
25th Quartile	44	54
50th Quartile	50	55.70
75th Quartile	52.69	57.75
Mode	53	56
Modal Frequency	4	5

Table 2. Fiscal Management criterion-referenced test results pre and post.

Table 2 lists the summary statistics for the pre and post administrations of the Fiscal Management criterion-referenced test. Eighteen persons who participated in the Fiscal Management Workshop completed both the pre and the post tests. The mean number of items correct on the pre test (76 possible) was 50.6111, with a standard deviation of 5.2083. The mean number of items correct on the post test was 55.7778, with a standard deviation of 3.4084. The mean gain was 5.1667 items - an average improvement of 20%. Using a t-ratio to test for differences between related sample means, this gain was significant (t=4.658, 17 df) at the 1% level. The reason that this relatively small absolute gain proved to

be significant was due in part to the small standard deviations on both the pre and the post tests and the, comparatively speaking, large standard deviation on the gain score. The mean gain of 5.1667 had a standard deviation of 4.5735 which was larger than the standard deviation on the post test. The actual gain scores for the eighteen participants ranged from -1 to 15.

The Workshop Participant Evaluation Form was developed to assess participants' opinions and judgments about the workshop. A copy of the Fiscal Management Workshop Participant Evaluation Form is included as Appendix C. Twenty-two Workshop Participant Evaluation Forms were completed following instruction at the Fiscal Management Workshop. The frequencies of selection for the alternatives to the questions are presented below.

1. Have the expectations you had about the workshop been fulfilled?

   1. 22 Yes
   2. 0 No

2. If this workshop were offered again, would you recommend it to your colleagues?

   1. 22 Yes
   2. 0 No

3. Of how much value to you was this workshop?

   1. 17 Very valuable
   2. 5 Moderately valuable
   3. 0 Slightly valuable
   4. 0 Very little value
   5. 0 No value

4. Would you be interested in attending other workshops dealing with Special Education Administration?

1. 22 Yes
2. 0 No

5. Rate the organization of this workshop.

1. 9 Superior
2. 11 Above Average
3. 2 Average
4. 0 Below Average
5. 0 Poor

6. As a group, rate the instructional presentations for effectiveness.

1. 9 Highly effective
2. 13 Very effective
3. 0 Moderately effective
4. 0 Slightly effective
5. 0 Ineffective

9. Did this workshop cover the topic to your satisfaction?

1. 22 Yes
2. 0 No

10. What level of achievement do you feel you obtained at the workshop?

1. 2 Superior
2. 15 Above Average
3. 5 Average
4. 0 Below Average
5. 0 Learned Nothing

12. Please rate the following as satisfactory (S) or unsatisfactory (US).

1. Meals provided by workshop	22 S	0 US
2. Your room	22 S	0 US
3. Service	21 S	1 US
4. Room Temperature	15 S	7 US
5. Ventilation	18 S	2 US

13. Continue Question 12.

1. Lighting	21 S	1 US
2. Room size	18 S	4 US
3. Room arrangement	21 S	1 US
4. Chairs	22 S	0 US

These data indicate that participants' reactions to the workshop were highly favorable. Responses to items 7, 8, 11, 14, and 15 are listed in Appendix C.

B. Personnel Management Workshop

The Personnel Management Workshop was held at Brainerd, Minnesota on March 27-30, 1974. Twenty-three Special Education Directors participated in this workshop. Some of these Directors also participated in the previous Fiscal Management Workshop. Personnel Management Objectives for this workshop are listed in Appendix D.

The criterion-referenced test for the area of Personnel Management was developed and administered in the same manner as the Fiscal Management criterion-referenced test. A copy of the Personnel Management test is included as Appendix E.

The results of the pre and post Personnel Management criterion-referenced test are listed in Table 3.

	Pre-Test	Post-Test
Date	2/21/74	3/29/74
Number of Respondents	23	23
Number of Items	109	109
Group Mean	55.9	62.5
Standard Deviation	5.5	6.2
Highest Score	68	77
Lowest Score	42	52
25th Quartile	51.81	65
50th Quartile	54.00	62
75th Quartile	58.87	58.67
Mode	52	59,63,65
Modal Frequency	4	3

Table 3. Personnel Management criterion-referenced test results pre and post.

Twenty-three persons who participated in the Personnel Management Workshop completed both the pre and the post tests. The mean number of items correct on the pre-test (109 possible) was 55.9, with a standard deviation of 5.5. The mean number of items correct on the post test was 62.5 with a standard deviation of 6.2. The mean gain was 6.6 items--an average improvement of 11.8%. Using a t-ratio to test for differences between related sample means, this gain was significant ($t=4.05$, 22 df) beyond the .01 level. The actual gain scores for the 23 participants ranged from -8 to 23.

The Workshop Participant Evaluation Form administered to the participants at the Personnel Management Workshop was identical to that

administered at the Fiscal Management Workshop (the reader is referred to Appendix C). Twenty-three Workshop Participant Evaluation Forms were completed at the Personnel Management Workshop. The frequencies of selection for the alternatives to the questions are presented below.

1. Have the expectations you had about the workshop been fulfilled?

   1. 22 Yes
   2. 1 No

2. If this workshop were offered again, would you recommend it to your colleagues?

   1. 23 Yes
   2. 0 No

3. Of how much value to you was this workshop?

   1. 7 Very valuable
   2. 16 Moderately valuable
   3. 1 Slightly valuable
   4. 0 Very little value
   5. 0 No value

4. Would you be interested in attending other workshops dealing with Special Education Administration?

   1. 23 Yes
   2. 0 No

5. Rate the organization of this workshop.

1. 7 Superior
2. 13 Above Average
3. 3 Average
4. 0 Below Average
5. 0 Poor

6. As a group, rate the instructional presentations for effectiveness.

1. 4 Highly effective
2. 11 Very effective
3. 6 Moderately effective
4. 2 Slightly effective
5. 0 Ineffective

9. Did this workshop cover the topic to your satisfaction?

1. 19 Yes
2. 4 No

10. What level of achievement do you feel you obtained at the workshop?

1. 0 Superior
2. 12 Above Average
3. 10 Average
4. 1 Below Average
5. 0 Learned Nothing

12. Please rate the following as satisfactory (S) or unsatisfactory (US).

1. Meals provided by workshop	16 S	7 US
2. Your room	23 S	0 US
3. Service	20 S	3 US
4. Room Temperature	20 S	3 US
5. Ventilation	19 S	4 US

13. Continue Question 12.

1. Lighting	22 S	1 US
2. Room size	23 S	0 US
3. Room arrangement	23 S	0 US
4. Chairs	23 S	0 US

These results indicate that the participants generally reacted to this workshop as they did to the Fiscal Management Workshop: very favorably. Responses to items 7, 8, 11, 14, and 15 are included in Appendix F.

C. Program Development

The Program Development Workshop was held in Willmar, Minnesota on May 1-4, 1974. An outline of competencies in the area of Program Development is appended as Appendix G. The participants were 24 Special Education Directors most of whom participated in the previous workshops on Fiscal Management & Personnel Management.

The Program Development criterion-referenced test was administered on a pre-post basis. A copy of the test is included as Appendix H. Pre and post test results are presented in Table 4.

	Pre-Test	Post-Test
Number of Respondents	24	24
Number of Items	134	134
Group Mean	93.6	99.6
Standard Deviation	8.5	7.0
Highest Score	105	110
Lowest Score	79	83
25th Quartile	85.8	97.1
50th Quartile	95	101.7
75th Quartile	100.9	103

Table 4. Program Development criterion-referenced results pre and post.

Twenty-four persons who participated in the Program Development Workshop completed both the pre and the post tests. The mean number of items correct on the pre test (134 possible) was 93.6, with a standard deviation of 8.5. The mean number of items correct on the post test was 99.6 with a standard deviation of 7.0. Using a t-ratio to test for the differences between related sample means, this difference was significant at the 1% level (t=3.77, 23 df). The mean gain was 6.0 items--an average improvement of 6.4%. The actual gain scores for the 24 participants ranged from -6 to 24.

A revised Workshop Participant Evaluation Form was administered at the Program Development Workshop. A copy of this new instrument is included as Appendix H. Twenty-two Workshop Participant Evaluation Forms were completed at the Program Development Workshop. The mean rating for each workshop activity (on a scale of 1 to 5, 1 being of least value, 5 being most valuable) is listed on the next page.

		Mean Rating
Wednesday, May 1		
7:00 - 7:30	Workshop Orientations and Introductions	3.5
7:30 - 9:00	Overview of Components of Program Development	3.3
Thursday, May 2		
8:30 - 9:15	Instruction and Service Components and Alternatives	3.1
9:15 - 11:00	Specialty Consultants Overview Specialty Consultants Programming Issues:	
	SLBP	4.3
	Mental Retardation	3.5
	Visually Impaired	4.3
	Physically Impaired	4.3
	Hearing Impaired	4.4
	Speech/Language Impaired	4.1
11:00 - 11:30	Group Process Problem Solving	3.8
11:30 - 12:00	"Those Other Kids"	4.6
1:00 - 1:45	Law and the Handicapped	4.6
1:45 - 2:15	Problem Solving Re: Specialty Areas	4.1
2:15 - 3:30	Solutions Presented and Reacted to	4.0
3:30 - 4:00	Group Work Relative to State Laws	4.1
4:00 - 5:15	Solutions Presented and Reacted to/ Open Questions and Answers	4.1

		Mean Rating
	Friday, May 3	
8:30 - 9:30	Needs Assessment Components and Alternatives	3.0
9:30 - 10:15	Development and Discussion of Needs Assessment by Participants	3.3
10:15 - 11:15	Child Study Components & Alternatives	3.0
11:15 - 12:00	Role-Play Staffing	3.9
1:00 - 1:45	Evaluation Components & Alternatives	3.1
1:45 - 2:30	Participants Generate Evaluative Plans	3.3
4:00 - 4:45	Legislation for the Handicapped	4.2
4:45 - 6:30	Parent Groups and Outside Agencies	4.4
	Saturday, May 4	
8:30 - 10:00	Group Problems in Program Development	4.2
10:00 - 12:00	Participant Evaluation/Post Test	2.4

The mean rating for each time block (Wednesday PM, Thursday AM, etc.) is presented in Table 5.

Time Period	Mean Rating
Wednesday AM	3.4
Thursday AM	4.1
Thursday PM	4.2
Friday AM	3.3
Friday PM	3.8
Saturday AM	3.3

Table 5. Mean ratings for Program Development Workshop.

The frequencies of selection for each alternative for questions 1, 2, 3, 4, 5, 7, and 8 are as follows:

1. Have the expectations you had about the workshop been fulfilled?

   1. 17 Yes
   2. 5 No

2. Of how much value to you was this workshop?

   1. 3 Very valuable
   2. 17 Moderately valuable
   3. 1 Slightly valuable
   4. 1 Very little value
   5. 0 No value

3. Rate the organization of this workshop.

   1. 1 Superior
   2. 9 Above average
   3. 11 Average
   4. 1 Below average
   5. 0 Poor

4. Did this workshop cover the topic to your satisfaction?

   1. 10 Yes
   2. 12 No

5. What level of achievement do you feel you obtained at the workshop?

1. 0 Superior
2. 7 Above average
3. 13 Average
4. 2 Below average
5. 0 Learned nothing

7. Please rate the following as satisfactory (S) or unsatisfactory (US).

1. Meals provided by workshop	11 S	11 US
2. Your room	22 S	0 US
3. Service	13 S	8 US
4. Room temperature	20 S	2 US
5. Ventilation	19 S	3 US

8. Continue Question 7.

1. Lighting	22 S	0 US
2. Room size	20 S	2 US
3. Room arrangement	19 S	3 US
4. Chairs	21 S	1 US

Participant responses to the Program Development Workshop were not as favorable as were participant responses to the previous two workshops. Verbatim responses to items 6, 9, and 10 are included in Appendix H and will give the reader an indication of why this workshop was received less favorably.

III - PROBLEMS

This section of the report identifies the major problems and shortcomings during the project's first year of operation. In most instances, steps have already been taken to facilitate the resolution of these problems.

Staff Problems:

Primary manpower for the project during year one has been graduate students appointed as research assistants. As these staff members were students, their first priority was their course work. This provided some hardship to the orderly accomplishment of project objectives. Also, academic responsibilities of project staff conflicted with project needs at some points. Another difficulty has been the completion of bureaucratic activities required by the university. This has required an inordinate amount of time from the Co-Directors.

A Junior Research Scientist has been hired to help aleviate these problems. This person serves as administrative assistant to the Directors and is responsible for recruiting, selecting, and maintaining staff personnel, coordinating staff activities (meetings, communication, etc.), and maintaining the project budget. Detailed specification of responsibilities for each staff position have been written and are on file in the Directors' office.

Inadequate Office Space:

Staff quarters have been crowded, noisy, and, in general, unsatisfactory from the beginning of the project. Initially, offices were maintained on both the Minneapolis and St. Paul campuses of the University. In December, 1973, the project was moved to one location on the Minneapolis campus. The present offices are both crowded and accoustically unsatisfactory.

The project is presently in transition to a new location on the St. Paul campus. The new location will have adequate space and noise control. The move will be completed by September 15, 1974.

Time Available

It has been difficult and detrimental to the project to identify objectives, prepare assessment and instruction, hold three workshops and develop the training model in just one year. This concurrent development of all activities has necessitated sacrificing some pilot testing and orderly phasing of development.

Evaluation Problems

Project operation in a non-phased manner and with insufficient time for development has adversely affected evaluation. Without time to develop a design, instrument, and test procedures, data collection and analysis is difficult.

A research assistant who has evaluation as his primary responsibility has been hired. This person has taken the summer to further develop and refine the evaluation design. He has produced all necessary data collection and analysis procedures.

IV - REPORT SUMMARY

This has been an interim report of the evaluation activities during the first year of the Special Project, "A Continuing Education for Special Education Administrators." The major activities of the first project year have been (1) development of performance objectives in the areas of Fiscal Management, Personnel Management, and Program Development (this activity has been previously described in the Interim Report on file with BEH), (2) the development of institutional materials for each of the three areas, and (3) the design and conduct of three workshops, each of which covered one of the three areas.

This report has indicated that the project has accomplished its first year activities on schedule. It has also shown that participants' reactions to the workshops were highly favorable. The report indicates the significant differences between pre and post testing in each of the three areas demonstrated. Also included was a section on problems confronted during year one and solutions to those problems.

Appendices

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Appendix A

Fiscal Management Objectives, Workshop I

Appendix B

Questionnaire Instructions
Test Instructions
Criterion Reference Test
Experience Questionnaire

Appendix C

Workshop Participant Evaluation Form

Appendix D

Objectives for Personnel Management Workshop

Appendix E

Criterion Reference Test II
Personnel Management Test

Appendix F

Workshop Participant Evaluation Form

Appendix G

Outline of Competency Area of Program Development
Program Development Goal

Appendix H

Criterion Reference Test III, Program Development

Appendix I

Workshop Participant Evaluation Form
Comments of Training Participantes Concerning the Project

Appendix A

FISCAL MANAGEMENT OBJECTIVES

WORKSHOP I

I. Budgeting Process

A. Program Identification
Successful participants will be able to identify thos programs coming within their area of responsibility in the education agency they serve.

B. Resource Identification

1. Sources of Funds
   a. Understands state and federal funding sources for special education
      - a successful participant will state the sources of state and federal funding, their guidelines, requirements and where to obtain current and/or revised information on those sources. The sources which are considered minimum for this objective are:
        ESES Title III, VI B and D
        State Special Education Reimbursement

   b. Understands state special education reimbursement
      - a successful participant will use the state special education reimbursement procedure in calculating reimbursement projections for use in budget planning

2. Income Management
   a. Completion of reports, applications, and proposals for state and federal aid
      - a successful participant will correctly prepare proposals, applications, and reports for state and federal aid as required by current guidelines. Participants will not be expected to write the program portion to achieve this objective. That will be covered in Program Development

C. Expenditure Planning

1. School budget procedures
   - a successful participant will state the procedures for school budgeting

2. Compute non-resident tuition
   - a successful participant will compute non-resident tuition correctly

3. Skills in forecasting and projection of expenditures and income
   - a successful participant will utilize fiscal forecasting skills in expenditure planning

4. Compute fixed charges and variable charges
   - a successful participant will compute variable and fixed charges (i.e. fringe benefits, payroll, and other program charges)

5. General understanding of uniform accounting system
   - a successful participant will use the components of the uniform accounting system in setting up their budget

II. Operation

A. Expenditure Management

1. Purchases services, (First importance), equipment and supplies
   - a successful participant will purchase services, supplies and equipment using contracts correctly. They will write specifications properly for each type of contract

III. Reporting

A. Report Preparation
   - a successful participant will properly complete state and federal aid claim forms and reports

Appendix B

QESTIONNAIRE INSTRUCTIONS

This questionnaire will assist us in test evaluation. It will enable us to determine the discrimmination capability of the test. Please answer each question by recording the appropriate response(s) on the questionnaire itself.

TEST INSTRUCTIONS

This test is designed to compare your understanding of the fiscal management portion of special education administration with some criteria for that competency. Since this is a pretest, you may not know the answer to many questions. Please do not use outside materials during this test and do not look at the test before you are ready to take it. You may use one hour to complete the test. Record answers in the appropriate place on the answer sheet only.

CRITERION REFERENCE TEST

EXPERIENCE QUESTIONNAIRE

Part One

Using the experience classification specified below, circle the number following each position which corresponds to the length of your experience in that position.

Experience Classification

1. No experience
2. One year or less experience
3. More than one year to three years experience
4. More than three years to five years experience
5. More than five years to ten years experience
6. More than ten years experience

Position (Identification Number)	Experience Classification
1. Special Education Director	1 2 3 4 5 6
2. Special Education Administration	1 2 3 4 5 6
3. Regular Education Administration	1 2 3 4 5 6
4. Special Education Teacher	1 2 3 4 5 6
5. Regular Education Teacher	1 2 3 4 5 6
6. Social Worker	1 2 3 4 5 6
7. School Psychologist	1 2 3 4 5 6
8. Speech Clinician	1 2 3 4 5 6
9. Counselor	1 2 3 4 5 6

Part Two (Course)

Circle your highest degree and please indicate the major field or area of concerntration for each academic degree completed.

Degree	Major Field or Area of Concentration
A. Bachelors Degree	_____
B. Masters Degree	_____
C. Specialist Degree	_____
D. Doctoral Degree	_____

Part Three (Section)

F. Circle the number which corresponds to your present position:

1. Special Education Director
2. Special Education Administration
3. Regular Education Administration
4. Special Education Teacher
5. Regular Education Teacher
6. Social Worker
7. School Psychologist
8. Speech Clinician
9. Counselor

G. Circle the number which corresponds to the length of time in your present position:

1. No experience
2. One year or less
3. More than one year to three years
4. More than three years
5. More than five years to ten years
6. More than ten years

Sources of Funds

Multiple Choice: Please circle the best answer in each of the following questions.

1. Which title program is specifically designed to assist the state in the initiation, expansion and improvement of programs and projects for the education of handicapped children at the preschool, elementary and secondary levels?

   a. Title VI, Part B
   b. Title VI, Part C
   c. Title VI, Part D
   d. Title VI, Part A
   e. None of the above

2. Which of the following Title programs assures 15% of its allocation shall be reserved for services, activities or programs for the handicapped?

   a. Title II, Part A
   b. Title I
   c. Title III

3. Which of the following is not one of the three main issues by which Title I projects are reviewed and approved?

   a. Inclusion of handicapped children
   b. Importance of objective
   c. Adequacy of evaluation plan
   d. Significance of probable success

4. The administration of Title VI, Part B for the State of Minnesota is delegated to the:

   a. Minnesota Regional Consultant for Special Education
   b. Federal Projects Section of the Department of Education
   c. Special Education Section of the Department of Education

5. Title I mainly focuses on children:

   a. from rural communities
   b. from low income families
   c. with learning problems

6. Up to what percent of the salary of essential full-time Special Education personnel is paid to the district by the state?

a. 70%
b. 60%
c. 40%
d. 30%

7. Title VI projects may provide for services:

a. both
b. not clearly mandated by state law
c. clearly mandated by state law

8. Title VI projects must meet all but which of the following criteria?

a. Require evaluation
b. Focus on a specific number and type of handicapped children
c. Provide services which meet specific educational needs of handicapped children
d. Develop a parent task force

9. Resolution of disagreement in computing non-resident tuition between districts is made by:

a. State Department of Special Education Section
b. SERC
c. Commissioner of Education
d. State Board of Education

10. Information on reimbursement for Special Education from the state is available mainly from the:

a. Special Education Regional Consultant (SERC)
b. Financial Aid Section, State Department
c. Special Education SEction, State Department
d. State Special Education Program Consultant (SSEPC)

11. The basic Unit for foundation support in 1973-74 equals:

a. $724
b. $600
c. $812

12. Which one of the following is not normally used as a funding source for Special Education?

a. Title I
b. Title II
c. Title III
d. Foundation Aid

13. If a non-resident is placed in your district because his district does not supply the services he needs, his home district pays your district for which of the following?

a. Proportionate amount of capital outlay
b. Transportation for child
c. Cost of instruction
d. All of the above
e. a and c

14. In Minnesota, from whom would you obtain a set of guidelines for Title I programs?

a. Department of Special Education, University of Minnesota
b. Department of Federally Funded Projects, Federal Building
c. State Department, Special Education Section
d. Federal Program Section, State Department

15. Which title program is designed to stimulate development of innovative and imaginative solutions to educational problems, increased utilization of research findings and the creation and intelligent use of regional centers and services?

a. Title VI
b. Title III
c. Title II
d. Title I

16. How are the funds for foundation support to education obtained?

a. State and local sources
b. Local sources
c. State sources

17. Funds for expanding or initiating services/procedures, systems, and personnel of programs for handicapped are available in:

a. Title I
b. Title VI
c. Title IV

18. Where would you look for prepared specifications when purchasing equipment and supplies?

a. Minnesota Summary of Special Education Laws
b. Minnesota Guidelines for Title IV, B
c. Minnesota Uniform Accounting Manual
d. None of the above

19. Which one of the following types of children is not eligible for Title VI, Part B funds ?

a. Deaf
b. Gifted
c. Seriously Emotionally Disturbed
d. Visually Handicapped
e. Hard of Hearing

20. Which title program has set aside funds for guidance and counseling projects?

a. Title III
b. Title II, Part A
c. Title I
d. Title VI, Part B

21. The percent of salary for essential full time Special Education personnel which is paid to the district by the state (Special Education reimbursement) cannot exceed a maximum absolute amount. That amount is:

a. $5,000
b. $5,300
c. $5,600
d. None of the above

22. A description of how to compute non-resident tuition can be found in:

a. Fiscal Administration for Accounting in Minnesota
b. State Rules and Regulations for Special Education
c. Special Education Section, Minnesota Law related to Special Education, 1973.
d. None of the above
e. All of the above

23. Budget procedures to be used in Title VI, Part B projects are described in what manual?

a. The Manual of Instruction for Uniform Financial Accounting for Minnesota School Districts
b. The Manual for Fiscal Administration for Title VI
c. The Manual for Budget Procedures for Accounting in Minnesota School Districts
d. Minnesota Laws relating to Education

24. In what manual is fiscal management for Title I projects covered?

a. The Manual of Instruction for Uniform Financial Accounting
b. Fiscal Administration for Title I
c. State of Minnesota, Department of Education Administration Services Manual
d. ESEA Manual

25. Applications for funds under Title I in Minnesota should be submitted to:

a. United States Office of Education
b. Title I Section, State Department
c. Special Education SEction, State Department
d. Bur'eau of Education for the Handicapped

True or False: Please circle the best answer in each of the following questions.

T F 26. The Special Education Section of the Department of Special Education has developed guidelines for contracting with public, private and volunteer agencies.

T F 27. When computing Special Education reimbursements for salaries, one should include contracted time, fringe benefits and paid vacations.

T F 28. The basic unit foundation aid available to the district for each child can be altered by such factors as the grade he/she is in.

T F 29. One of the responsibilities of the Special Education Section of the Minnesota State Department of Education is to assist local project directors in the fiscal management of projects.

Expenditure Planning

Budgeting Procedures

True and False: Please circle the best answers in each of the following questions.

T F 30. Reporting progress is not part of the budgeting responsibility

T F 31. A program budget allows for the assessment of alternative ways of accomplishing the objective of the program.

T F 32. In developing the program budget the resource requirements for each program are identified for a number of years.

T F 33. A program budget will not indicate cost of subprograms.

T F 34. Budgeting plays the role of translating programs into their financial implications.

Multiple Choice: Please circle the best answer(s) in each of the following questions

35. Budgeting activities do not include which of the following:

a. Program cost determination
b. Personnel interviews
c. Resource identification
d. All of the above
e. Program identification

36. Which of the following are/ is fixed charge(s)?

a. Rent
b. Employee retirement
c. Interest
d. Insurance
e. All of the above

37. Budgeting activities interact with which of the following?

a. Programming process
b. Planning process
c. Personnel process
d. Evaluating process
e. Counseling process

Uniform Accounting System

38. Assets - Liabilities =

a. Equity
b. Fixed charges
c. Expenditures
d. Differences

39. A chart of accounts includes:

a. liabilities
b. list of all debts
c. description of purchases
d. list of all possible funds

40. The general fund includes:

a. all budget items
b. monies not designeated for special purposes
c. school auxilary fund
d. expenditures for group insurance

41. According to the Minnesota school financial accounting system, the accounting period in most school districts is the fiscal year:

a. 9/1 - 8/31
b. 12/31 - 1/1
c. 1/1 - 12/31
d. 7/1 - 6/30

True and False: Please circle the best answer in each of the following questions.

T F 42. A public school accounting system must be rigid.

T F 43. A public school accounting system must be organized into balanced fund groups.

T F 44. A public school accounting system must contain a uniform classification of receipts and dispursements.

T F 45. Average daily attendance is the aggregate days attendance or the number of days the child attended school.

T F 46. Revenue is an addition to an asset which increases liability.

T F 47. An account is a place to record the effects of business transactions.

T F 48. Expenditures are charges incurred whether paid or unpaid.

T F 49. A public school accounting system must conform to legal requirements.

T F 50. Credit means: Increase a fund balance.

T F 51. Credit means: Entry on the right.

T F 52. Credit means: Decrease a liability.

T F 53. Credit means: Increase an asset.

T F 54. Debit means: Increase an asset.

T F 55. Debit means: Decrease a fund balance.

T F 56. Nearly all school districts are on a cash accounting basis.

T F 57. The Manual of Instruction for Uniform Financial Accounting is designed to be the prime source on standard accounting procedures.

T F 58. Debit means: Entry on the left.

T F 59. Debit means: Increase liability

Forecasting and Prediction

Multiple Choice: Please circle the best answer in each of the following questions.

60. The functions of fiscal forecasting do not include which of the following?

a. Determining levels of program and service
b. Estimating expenditure requirements
c. Determination of teacher salary schedules
d. Estimating fund balances
e. Revenue projections

61. The use of multi year financial plan does not:

a. encourage examination of future fiscal implications
b. necessitate making better judgments
c. require a legal commitment to a fixed period of time
d. assist decision maker in relating activities and the resources required to achieve the objectives of the school district over a period of time.

Foundation Base vs Median Maintenance Cost

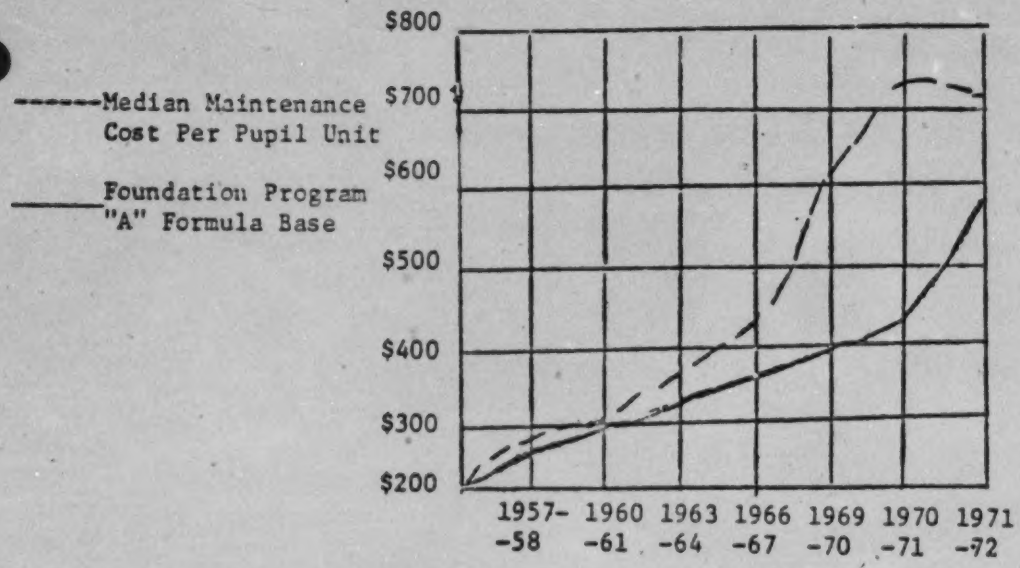


Figure 1

62. (Figure 1) Foundation Base vs. Median Maintenance Cost. The highest figure indicated for Median Maintenance Cost Per Pupil was in the years:

a. 1966-69
b. 1970-71
c. 1951-60
d. 1969-70

63. (Figure 1) In which year does the largest descrepency exist between Median Maintenance cost per pupil unit and Foundation Program Formulae?

a. 1968-69
b. 1970-71
c. 1971-72
d. 1966-67

64. Based upon trend data in Figure 1, estimate the Foundation Program "A" formula base for the year 1972-1973:

a. $620
b. $700
c. $400
d. $500

65. Based upon trend data in Figure 1, estimate the Median Maintenance Cost Per Pupil Unit for the year 1972-1973:

a. $650-$700
b. $800-$900
c. $300-$450
d. $600-$650

Non-Resident Tuition

66. The responsibility for special instruction and services for a handicapped child temporarily placed in another district for care and treatment shall be:

a. 50% district providing instruction
b. 50% district of residence of parents
c. State Department of Education
d. district of residence of parents
e. district providing instruction

True and False: Please circle the best answer in each of the following questions.

T F 67. Parents or guardians of handicapped children not receiveing special services may make application to the commissioner for special instruction.

T F 68. Tuition rate charged by a district for non-residence tuition includes the actual cost of providing special instruction and services to the child, a proportionate amount of capital outlay and debt service and a $50 per month service charge.

T F 69. A handicapped child may be transported daily to a school out of his district to obtain special services.

Program Identification

70. Which of the following are delivery mechanisms for which special education has financial responsibility?

a. Food services
b. Consultant services
c. Research services
d. Maintenance services

71. Indicate which of the following alternatives include only special education handicap classifications:

a. gifted, blind, emotionally disturbed
b. speech impaired, hard of hearing, english-second language
c. E.M.R., partially sighted, health impaired
d. b and c of the above
e. a and b of the above

72. Indicate which of the following are methods which may be provided to serve the needs of a large special education program:

a. home instruction
b. heterogeneous grouping
c. resource teachers
d. all of the above
e. a and c of the above

Which of these delivery mechanisms are a financial responsibility of a special education program? (Questions 73-76)

73. a. Self contained Special Education classrooms
b. Health services
c. Resources

74. a. Library service
b. Curriculum development
c. Homebound teachers

75. a. Food services
b. Research services
c. Special classes

76. a. Maintenance service
b. Resource rooms
c. Health services

Appendix C

WORKSHOP PARTICIPANT EVALUATION FORM

For each of the following, check the most appropriate answer.
PLEASE RESPOND TO ALL QUESTIONS.

1. Have the expectations you had about the workshop been fulfilled?

   1. ____Yes

   2. ____No

2. If this workshop were offered again, would you recommend it to your colleagues?

   1. ____Yes

   2. ____No

3. Of how much value to you was this workshop?

   1. ____ Very valuable

   2. ____ Moderately valuable

   3. ____ Slightly valuable

   4. ____ Very little value

   5. ____ No value

4. Would you be interested in attending other workshops dealing with Special Education Administration?

   1. ____ Yes

   2. ____ No

5. Rate the organization of this workshop.

1. ____Superior
2. ____Above Average
3. ____Average
4. ____Below Average
5. ____Poor

6. As a group, rate the instructional presentations for effectiveness.

1. ____Highly effective
2. ____Very effective
3. ____Moderately effective
4. ____Slightly effective
5. ____Ineffective

7. Which presentation was best?

8. Which presentation needs the most improvement?

9. Did this workshop cover the topic to your satisfaction?

1. ____Yes
2. ____No

10. What level of achievement do you feel you obtained at the workshop?

1. ____Superior
2. ____Above Average
3. ____Average
4. ____Below Average
5. ____Learned Nothing

11. Give at least one suggestion you have for improving the content (topic area) for this workshop?

12. Please rate the following as satisfactory (S) or unsatisfactory(US). (Check the appropriate response for each item).

			If unsatisfactory(US), please indicate the reason(s) following that item.
1. Meals provided by workshop	___S	___US	_____
2. Your room	___S	___US	_____
3. Service	___S	___US	_____
4. Room Temperature	___S	___US	_____
5. Ventiliation	___S	___US	_____

13. Continue Question 12.

1. Lighting	___S	___US	_____
2. Room size	___S	___US	_____
3. Room arrangement	___S	___US	_____
4. Chairs	___S	___US	_____

14. Give at least one suggestion you have for improving the instructional presentations.

15. Give at least one suggestion you have for improving the workshop organization.

Responses to Question 7

Which presentation was best?

1. action - problems
2. Van Mueller
3. Roy Anderson
4. program budget
5. no response
6. Van Mueller - PPSB
7. Roy Anderson - special education forms
8. Van Mueller's fiscal accounting, PPBS, etc.
9. Roy Anderson on the presentation on Friday and his help with completing the Friday project.
10. Van Mueller's presentation re: foundation aids maintenance
11. Roy Anderson and Van Mueller
12. Roy Anderson
13. All very effective
14. Van Mueller's uniform accounting
15. Anderson and Mueller, general knowledge
16. POBAS - FA - Spec. Ed. aids
17. Thursday A.M.
18. Uniform accounting system
19. Mr. Anderson - all areas were of greatest value
20. Van Mueller on first presentation
21. The problem or application activity was the most valuable as well as the sessions where informal discussions and questions were asked.
22. Friday material was useful

Responses to question 8

8. Which presentation needs the most improvement?

1. No response
2. The problem of having us fill in state forms.
3. Planned budget - too much material in too short a time.
4. General exercise on program budgeting
5. Van's first presentation pertaining to the budget was excellent, but included to much information for the time available.
6. Exercise - remove errors and adding needed infromation.
7. Program budget - make it more basic.
8. None
9. Van Mueller should have us doing work sheets also. The assignment he did give was not corrected or reviewed in detail.
10. Areas related to the relationship of POBAS (or other systems) to processes i.e. fiscal forecasting, financial planning, programming, personnel, evaluation.
11. No response
12. Second day of Van
13. Work exercises
14. Problems section
15. Form filling by the U of M staff.
16. No response.
17. Friday A.M.
18. No response
19. The check on fiscal problem
20. Expend Saturday hours.
21. The problem (application) activity in terms of the information to be worked with.
22. That on procedure for reporting aids.

Responses to Question 11.

11. Give at least one suggestion you have for improving the content (topic area) for this workshop.

1. Shorten, no night session
2. A better breakdown of the problem you had us work on - one at a time rather than all thrown into one four hour block
3. Shorten time on exercises
4. Perhaps greater depth with presently used budget and accounting systems.
5. I believe problem solving tasks relating to the interpretation of the [illegible] state laws pertaining to special ed would be interesting.
6. Prior distribution of [illegible] information.
7. Alternative modes to lecture; more group activities
8. More clarification [illegible] of fiscal accounting - possibly more time spent on the subject. How to write objectives and goals by program areas and how to relate that to a budget with alternatives.
9. More experience at working on budgeting using the PPBS and POBS
10. Have Roy deal with specific examples for the new effort to report costs more accurately.
11. Activities pm program application and end of year report were too long - Spend more time on foundation aids - more time on program budgeting
12. More on Title VI and Title III
13. More effort to have probelm work on packs and correct examples
14. More specifics on finance - have directiors bring copy of their local budgets
15. No response
16. No response
17. An option for the Friday afternoon problem activity - not everyone needed to go through that exercise.
18. No response
19. Make presentations shorter. More handouts to take back and review. Van's handouts were great.
20. Send handouts to participants ahead of time along with simulated fiscal responsibilities forms to be completed
21. More time allowed to work on the problem activity and for the discussion to follow the activity.
22. Keep it on a practical level.

Responses to Question 14

14. Give at least one suggestion you have for improving the instructional presentations.

1. Perfect
2. Possibly breaking into small group discussions after ascertaining which people might have had experience in certain parts of presentation topics.
3. No response
4. Have handouts in participants' hands before presentation
5. I would prefer less broad information and more specific information on actual problems directors are involved in.
6. Prior handouts
7. More group activities
8. Give specific responsibility to each director and time to critique his presentation.
9. Do the big assignments given Friday afternoon in the morning and do it one page at a time and then correct it. The way you did it was less productive.
10. Break into groups based upon responses on the pre-test situation
11. No response
12. No response
13. No response
14. No response
15. Special ed example for implementing a PPBS
16. A series of papers on course content should be provided prior to the workshop as this is a heavily concentrated program
17. No response
18. If possible, a few more concrete (for instance) type situations - especially with the general budgeting sessions.
19. No response
20. No real needs - the presentations were satisfactory
21. Continue use of AV excellent; continue generous handouts; move faster - can assimulate at a more sophisticated level.
22. An opportunity to read the handouts before presented in class

Responses to Question 15

15. Give at least one suggestion you have for improving the workshop organization.

1. No response.
2. Possibly saving the evening sessions for more informal small group discussion. The total organization was excellent, however.
3. Organization was excellent - no suggestions for improvement
4. Divide fiscal reporting exercise into two parts
5. The one big problem we were given was poorly timed. I think we were tired.
6. No response
7. No response
8. None
9. No response
10. Very good organization - no comments
11. Organization was good. Activities took place on time. Need more gals and more socil adjustment hours.
12. Too rigid - more flexibility
13. No response
14. No response
15. Too much busy work on the problems re: filling out aid applications, etc. It would be better to have one SLBP for instance instead of six.
16. Tighten up on the planning - the presentations were excellent
17. No response
18. The days got a little long - evening sessions not too worthwhile - because we seemed to have reached our saturation point by then. Congratulations on a job generally very well done.
19. No response
20. Shorten sessions. More time for general introduction among aprticipants. In general organization was satisfactory.
21. Utilize (need not expand) alloted time better - evening presentations
22. Should be more punctual in beginning each session. Shorter evening sessions.

Appendix D

OBJECTIVES FOR
PERSONNEL MANAGEMENT WORKSHOP
March 27,28,29 and 30, 1974
Holiday Inn, Brainerd, Minnesota

I. Staff Relations and Administration

A. Philosophy: Develop and implement a management system including communication and supervision components based upon personnel management literature.

B. Regulations: Can state and apply local, state, and national personnel regulations including procedures, contracts, due process, and certification regulations (general regulations, sources of information and training program locations within Minnesota). Only handling a grievance will be covered at this workshop.

II. Manpower Planning

A. Develop, communicate and implement staffing plan relative to program objectives and fiscal resources.

Minimum performance includes the development and presentation of proposal for decision making. Minimum elements of the proposal will be:

1. Utilize staff comparisons
2. Provide cost analysis
3. Shift staff (placement, replacement, dismissed) when necessary
4. Consider at least two staffing patterns including differentiated staffing

III. Recruit and Select Staff

A. Recruitment

Develop and utilize recruitment system which demonstrates knowledge of dissemination techniques, procedures and training programs.

B. Selection

Develop a system for selecting candidate with competencies to meet manpower needs.

The system will utilize:

Evaluation of credentials

Interview techniques

Evaluation form

Other staff members

IV. Staff Development

Create and implement an inservice program based upon personnel (total staff) needs.

Minimum program will include:

Inservice for new and returning staff

Priority of needs based on staff assessment and evaluation

Utilization of available resources

Appendix E

CRITERION REFERENCE TEST II
PERSONNEL MANAGEMENT TEST

Staff Relations and Administration

Multiple Choice: Please circle the best answer in each of the following questions.

1. Whether a person in administration holds a staff or line position is determined by:

   a. Ability to construct own power structure
   b. Personality
   c. Influence with top administrator
   d. Job description
   e. None of the above

2. The primary characteristic of a decentralized system is:

   a. Delegation of decision making
   b. Participation in decision making
   c. Elimination of line decision making
   d. Elimination of direct responsibility
   e. All of the above

3. Select the primary purpose of all management systems:

   a. Organization of resources
   b. Controlling
   c. Achievement of goals
   d. Planning
   e. Supervision of staff

4. Which of the following is not considered an element of a management system:

   a. Budgeting
   b. Coordinating
   c. Planning
   d. Organizing
   e. Motivating

5. The primary discriminating factor between McGregor's management theory X and Y is:

   a. Centralization of authority
   b. Motivation of employees to work
   c. Selection of management techniques
   d. None of the above

6. The scope of Personnel Administration includes:

   a. Employment Records, Training and Education Program
   b. Recruitment, Selection and Placement
   c. Job Analysis, Job Description and Job Evaluation
   d. a and b
   e. All of the above

7. A staff position includes the following responsibilities:

   a. coordinating
   b. directing
   c. advising
   d. a and c
   e. none of the above

8. The major problem with the competitive style of management is:

   a. Shapes "yes" behavior
   b. Resentment may be generated between employees
   c. The difficulty of measuring performance
   d. Not everyone responds well to competition
   e. The disruption caused in the organization

"Our policy is to live and let live. We give the principal reasonable performance. He protects us from the district administration who tries to jack up the performance of the school. We look out for each other."

9. Which management style is characterized by the above statement:

   a. Laizze-faire
   b. Authoritative
   c. Paternalistic
   d. Competitive
   e. Bargaining

10. A person utilizing an authoritarian management style will:

    a. Set goals after consultation with subordinate
    b. Apply pressure to conforming individuals
    c. Establish minimum level of performance
    d. Protect self by increasing pressure on subordinates
    e. Do none of the above

11. Where are the inherent conflicts between a Special Education Administrator and principals in a decentralized administrative model?

    a. Identification of pupils for special education services
    b. Supervision of personnel
    c. Determination of budget allocation
    d. a and c
    e. All of the above

12. The long range purpose of teacher supervision is:

a. improving teacher behavior
b. increasing student-teacher interactions
c. improvement of classroom arrangement
d. achievement of student and teacher goals
e. improving student accomplishment

13. A person utilizing a paternal management style will:

a. set goals after consultation with a subordinate
b. reviews district policies in light of employee needs
c. anticipate the needs of all employees
d. protect self by giving to subordinates
e. establish minimum standards of performance

14. The primary purpose of teacher supervision is:

a. evaluation of teacher for continuing contract
b. maximizing teacher strengths
c. performance appraisal of teacher
d. diagnosis of teacher instructional skills
e. minimizing teacher weaknesses

15. Personnel function consists of which of the following:

a. Maintenance and improvement of organizational service
b. Satisfaction of organizational needs
c. Determination of organizational needs
d. All of the above
e. b and c of the above

16. Internalized motivation works best where:

a. the nature of the job permits some autonomy
b. idealism is present
c. employees accept school district goals
d. b and c
e. a and c

17. In a position description the phrase 'reports to' implies

a. staff relationship
b. line relationship
c. a or b
d. none of the above

18. Certified teachers of state aided classes for handicapped students do not:

a. receive an original certificate valid for two years
b. receive a renewed certificate once if full requirements are not met
c. hold an elementary or secondary certificate
d. hold a special certificate valid for the class being taught
e. none of the above

19. Certification for teaching crippled children can be completed by which of the following:

a. Completion of a minor in education from an accredited or approved program with a major in the teaching of crippled children
b. Holding a valid regular education teaching certificate, two years of successful teaching and an approved minor or its equivalence
c. Completion of a four-year accredited college or university course with a major in regular education, an approved minor in teaching crippled children and student teaching in a class for crippled children
d. a and b
e. b and c

20. Which of the following is the best statement of certification requirements for teaching trainable retarded children:

a. Two years of teaching in regular education and completion of an approved program for teaching trainable children
b. A person must hold a teaching certificate and complete an approved minor in special education
c. A person certified to teach educable retarded may teach trainable children
d. Certification requirements are basically the same for EMR and TMR
e. b and d

21. Requirements for certification as a teacher of visually handicapped are:

a. successful teaching of sighted children for two years, completion of special workshops, typing proficiency and an approved program
b. typing skills and completion of an approved program
c. completion of an approved program
d. completion of a program consisting of 30 quarter credits, of which at least 20 are graduate level
e. all of the above

22. The local application fee for certificate issuance is:

a. $ 5.00
b. $20.00
c. $10.00
d. $15.00
e. None of the above

23. A provisional certificate for teachers of the visually handicapped may be granted to a qualified elementary teacher after:

a. completion of 18 quarter credits, properly distributed
b. two years teaching experience and completion of 18 quarter credits properly distributed
c. a methods course at the elementary level and 13 quarter credits properly distributed
d. completion of an approved program of preparation consisting of 30 quarter hours, of which 20 are at the graduate level
e. any of the above, and the certificate will be valid for two years.

24. Certificates may be issued to graduates of teacher training programs:

a. approved by the State Board of Education
b. accredited by the National Council for Accreditation of Teacher Education
c. of an institution which is a member of the regional accrediting association
d. a and b
e. all of the above

25. Teachers of the hearing impaired must be certified as graduates of an approved program consisting of:

a. 15 quarter hours in elementary education and 39 quarter hours in the special field
b. qualification for a secondary or elementary certificate and appropriate courses in an approved program
c. 15 quarter hours in secondary education and 39 quarter hours in the special field
d. a and b
e. b and c

26. Renewal of a certificate requires:

a. payment of the fee, completion of forms and surrender of previous certificate
b. satisfactory teaching experience of at least one year within the five year period preceding application
c. official evidence of having earned eight quarter hours of college credit in subjects relating to their field of teaching
d. recommendation of the college or university from which the person is a graduate
e. recommendation of the most recent employing district

27. Which of the following will not qualify an applicant for certification in teaching educable retarded?

a. Holding an elementary and/or secondary certificate and completion of the specific courses outlined for Certification in Minnesota
b. Graduation from a four year college/university program with a minor in the teaching of the mentally retarded
c. Graduation from a four year college/university program with a major in the teaching of the mentally retarded
d. Holding an elementary and/or secondary certificate with a minimum of two years successful teaching experience and an approved college minor, or its equivalent, in teaching the mentally retarded evaluated by an approved college or university
e. None of the above

28. Certificates may be renewed for a period of:

a. four years
b. five years
c. three years
d. two years
e. from one to five years

29. Provisional certification for a teacher of hearing impaired requires completion of:

a. more quarter hours in the special field than for a similar certificate in visually handicapped
b. a methods class in the education of hearing impaired
c. the same number of quarter hours in the special field as a similar certificate in visually handicapped
d. student teaching in a class for hearing impaired
e. b and d

30. Certificates indicating qualification to serve in the S.L.D. area are differentiated as: (parenthesis indicate area of specialty)

a. (SLD emotionally disturbed and socially maladjusted) or (SLD learning disabled)
b. (SLD emotionally disturbed) (SLD socially maladjusted) or (SLD learning disabled)
c. (SLD emotionally disturbed) (SLD learning disabled) or (SLD socially maladjusted
d. (SLD socially maladjusted and learning disabled) or (SLD emotionally disturbed)
e. all of the above

31. Minimum requirement(s) for any SLD certification are/is:

a. completion of an approved training program in SLD involving no less than 30 quarter credits
b. one year successful teaching experience, and completion of an approved SLD training program
c. possession of a valid regular education teaching certificate
d. b and c
e. a and c

32. Which of the following is not permitted to be part of a teachers contract:

a. Requirement of in-district residence
b. Granting of tenure
c. General assignment
d. Wages per year
e. Length of employment

33. No person shall be accounted a qualified teacher until the person files a certificate with:

a. Special Education Director
b. District Superintendent
c. Special Education Regional Consultant
d. State Department of Education

34. Before a tenured person can be terminated the person must be given:

a. assistance in meeting expectations
b. adequate supervision
c. an evaluation
d. early warning
e. expectations of the district

Answer the following questions based on the laws of Minnesota relating to the Public School System.

35. As defined by law, which of the following positions are teachers:

a. supervisor
b. superintendent
c. principal
d. any other professional required to hold a certificate
e. all of the above

36. The probationary period for teachers is as follows:

a. One year for cities of the Second Class
b. The same for all of Minnesota
c. Two years for cities of the First Class
d. a and c
e. None of the above

37. A certified Special Education professional employee related to a board member by blood or marriage, within the fourth degree, requires which of the following in order to be hired:

a. Unanimous vote of quorum
b. Simple majority of board quarum
c. State Department of Education approval
d. Unanimous vote of full board
e. Simple majority of full board

Below are some minimal steps in the dismissal process for poor teaching:

Supervision of Personnel
Observation of Personnel
1. Conference with Personnel
Indication of improvement needed
Provisions for help and improvement
2. Further observation of Personnel
Written statement of improvement needed
Provision for help and improvement
3. Observation of performance by subject matter expert and supervising administrator
Conference with Personnel
4. Notification and statement of cause by critical date
5. Written summary
6. Provision for hearing
7. Notice of dismissal

38. For dismissal of probationary personnel, where is the earliest the procedure could stop:

a. 7
b. 3
c. 1
d. 4
e. any of the above

39. For dismissal of tenured personnel where is the earliest the procedure could stop:

a. 4
b. 6
c. 7
d. 3
e. 5

40. More dismissal cases have failed for which of the following reasons:

a. Lack of legal counsel
b. Teacher organization intervention
c. Failure to follow procedures
d. Inappropriate supervision
e. Insufficient evidence

41. Which is the most critical date in the dismissal process for tenured teachers:

a. April 1
b. April 20
c. March 20
d. March 1

42. Grounds for termination include the following:

a. Inefficiency
b. Conduct unbecoming a teacher ....
c. Other good and sufficient grounds ....
d. a and b
e. all of the above

43. The key to discharging a teacher is:

a. student statements
b. presentation of valid evidence
c. anecdotal records
d. description of steps taken to improve performance
e. evaluation of teacher by supervisory personnel

44. Special Education professional employees shall be hired or dismissed at:

a. Special Education Directors meeting
b. School board meeting
c. Superintendents meeting
d. Administrative board meeting
e. Principals meeting

45. A teacher completes the probationary period in a city of the First Class and accepts a position in a single district not of the First Class. This teacher is:

a. a probationary person for one year
b. a probationary person for two years
c. a tenured person
d. none of the above

46. Which of the following is not required in the hearing process:

a. Opportunity for use of legal counsel
b. The teacher be present
c. Opportunity for cross examination of witnesses
d. An open hearing
e. A court reporter to keep the official record

47. Which of the following is a primary communication group for a special education director?

a. State Department
b. Advisory Group
c. Student
d. School Board

48. Communication breaks down for which of the following reasons:

a. The interruption of a listening span
b. What we hear when someone speaks to us is largely shaped by our own experiences
c. We tend to reject ideas which conflict with existing ideas
d. Overall impressions of a speaker effects the information we gain during a discussion
e. All of the above

49. Which of the following is a secondary communication group for a special education director?

a. Teacher Training Institution
b. Teachers
c. Student
d. Secretaries

50. The most effective communication takes place when:

a. people feel secure
b. people have similar points of view
c. people speak clearly
d. people like each other

51. Equal employment opportunity guidelines require that applicants' files for regular full time positions must be kept:

a. 2 years
b. 3 years
c. 4 years
d. 1 year
e. none of the above

52. Professional personnel files:

a. must be open to the public, at reasonable times
b. for a teacher must be open for inspection by that teacher, at reasonable times
c. must be open for inspection by teachers, at reasonable times
d. all of the above
e. b and c

53. Indicate which of the following is required to be part of a personnel file:

a. Letters of Recommendation
b. Application
c. Social Security Number
d. Insurance Information

54. Indicate which of the following are not required to be part of a personnel file:

a. Deduction Information
b. Annual TB Test
c. Teacher Retirement Number
d. Teaching Certificate

Manpower Planning

Multiple Choice: Please circle the best answer in each of the following questions.

55. Which of the following is the most factual statement describing enrollment projections:

a. Enrollment projections are never reliable
b. Enrollment projections are less reliable than socio-economic
c. Enrollment projections are usually reliable in a 3-5 year period
d. Enrollment projection reliability will vary with the assumption used
e. Enrollment projection reliability does not relate to special education

56. An element of a good interview is:

a. discussing an irrelevant topic in order to put the interviewee at ease
b. giving advise
c. summing up parts of the interviewee's discussion
d. asking shrewd questions

57. Which of the following best describes the purpose of manpower planning?

a. The human resources necessary to deliver services to students
b. To determine human resources necessary to meet organizational goals
c. The forecasting of organizational need personnel
d. The arrangement of human resources
e. None of the above

58. Manpower planning relates most closely with which of the following personnel functions:

a. Staff assessment and evaluation
b. Wage and salary administration
c. Staff development and training
d. Recruitment and selection
e. None of the above

59. Manpower planning by program area is directly related to which of the following functions?

a. Utilization of services function
b. Staff analysis function
c. Cost function
d. Program frequency function
e. All of the above functions

60. In most school organizations, at the building level, providing resources and support for special education personnel is the responsibility of the
a. SERC
b. Special Education Director
c. Principal
d. All of the above

61. Which of the following is not to be considered in projecting special education manpower needs:

a. Teacher supply
b. Enrollment projections
c. State mandated programs
d. Existing personnel
e. Federal programs

62. Indicate the most important component of a functional interview:

a. Background information acquired by interviewer
b. Confidentiality
c. Records taken by the interviewer
d. A comfortable setting

63. Which of the following is the first step in forecasting numbers of personnel needed in a three year period?

a. Identification of student population trends
b. Identification of students requiring no immediate service
c. Identification of programs to be provided to students
d. Identification of students currently enrolled in programs
e. Identification of numbers of professional staff required by state law

64. Manpower planning for special education programs implies the exclusion of which of the following personnel groups in the development process:

a. Teachers
b. Custodian
c. Secretaries
d. Students
e. None of the above

65. Manpower costs normally utilize which of the following portion of the general fund?

a. 81-90%
b. 51-60%
c. 61-70%
d. 41-50%
e. 71-80%

66. Manpower planning employs which of the following procedures to maximize use of existing personnel:

a. In-service
b. Dismissal
c. Supervision
d. Transfer
e. All of the above

67. Essential conditions of good interviewing include which of the following:

a. Few interruptions
b. Private and comfortable atmosphere
c. Short time allotment
d. b and c
e. a and b

68. Cost analysis and manpower planning is directly related to:

a. determining feasibility of Programs
b. determining progress of programs
c. determining alternative programs
d. determining program objectives
e. none of the above

69. A job description serves which of the following purpose(s):

a. Decreases job applicants
b. Simplifies selection procedures
c. Allows for meaningful assessment
d. Increases understanding of organizational system
e. All of the above

70. A job description does not include which of the following:

a. Major responsibilities
b. Primary function
c. Qualifications
d. Salary for Assignment
e. Position title

Recruitment and Selection of Staff

Multiple Choice: Please circle the best answer in each of the following questions

71. Premises of an effective recruitment program include which of the following:

a. Staff participation is encouraged
b. The recruitment program is conceived as a carefully planned continuous, long term action
c. The search for qualified personnel is restricted to known resources
d. All of the above
e. a and b of the above

72. Recruitment of school personnel is undertaken within a control system established by:

a. community agencies
b. local government agencies
c. state and federal agencies
d. all of the above
e. b and c of the above

73. Responsibility for applicant appraisal is determined by:

a. Superintendent
b. Board policy
c. Personnel Director or Special Education Director
d. a and c of the above

74. An eligibility list includes all persons who:

a. Have been designated as suitable for employment
b. Have applied for a position of employment
c. Are available according to the job description
d. Have been interviewed for the position

75. Minimum essentials of an appraisal plan for teacher candidates characteristics include:

a. an overall plan of selection
b. assignment of appraisal responsibilities
c. definition of the factors on which candidates are to be appraised
d. all of the above
e. a and c of the above

76. Indicate which alternative is probably the least effective resource for personnel:

a. prominint trainers in the field
b. commercial placement agencies
c. teacher training institutions
d. State Department of Education

77. Which of the following techniques is the most likely to provide the best information:

a. a thorough reference check
b. a visit with other staff members in the interviewing district
c. a stress interview
d. a follow-up interview

78. The primary aim of personnel selection is to:

a. minimize the waste of time, money and effort
b. eliminate candidates not likely to perform successfully
c. enable the school district to fulfill its responsibilities to the community
d. fill existing vacancies with personnel who best meet established criteria

True and False: Please circle the best answer in each of the following statements.

T F 79. Communication is the key to successful recruitment.

The following are components of a recruitment system:

T F 80. role/job description

T F 81. internal advertisement

T F 82. introduce applicant to people he/she will work with

T F 83. structured interview

T F 84. establish salary range

T F 85. set up standards for selection decision prior to interview

T F 86. identify people who will make decision

T F 87. The recruitment program is an isolated component of the personnel function.

Staff Development

Multiple Choice: Please circle the best answer in each of the following questions.

88. An inservice Special Education program will include which of the following:

a. Inservice for new and returning staff
b. Development based on learning theories
c. Utilization of available resources
d. Curriculum based on staff needs evidence by evaluation
e. All of the above

89. Inservice educational programs for teachers are designed to fill all but which of the following needs:

a. Provide continuity in administrative leadership
b. Facilitate personnel development
c. Correct deficiencies of poorly trained teachers
d. Introduce new curriculum materials
e. Present new instructional goals

90. Which of the following are observation techniques:

a. Precision teaching
b. Flanders interaction analysis
c. Video taping
d. b and c
e. All of the above

91. Of the following alternatives, which is the most significant in terms of securing maximum staff development for an inservice program:

a. Relating in-service requirements to the salary schedule
b. Remuneration for attendance at local or regional in-service activities
c. Teacher participation in planning process
d. Promotion to administrative or supervisory positions based on outstanding contribution to in-service program

92. The primary component of inservice program planning is:

a. objectives of education program
b. size of teacher population
c. needs of students in program
d. years of training of participants

True and False: Please circle the best answer in each of the following statements.

T F 93. Supervision and in-service education are related.

T F 94. Emphasis for inservice programs is remedial.

T F 95. In-service education and curriculum development are not related

T F 96. The chief responsibility of special education administrators for the in-service program is to create both climate and opportunity for self-improvement.

Evaluation

Multiple Choice: Please circle the best answer ineach of the following questions.

97. Which of the following is not a means of assessing teacher performance in the classroom:

a. Conference with grade leader or department chairman
b. Working with the teacher to plan lesson
c. Observation of teaching
d. Unsolicited student and parent comments

98. One of the primary problems related to inservice training is:

a. maximizing participation
b. assessing needs of teachers
c. securing funds for inservice programs
d. securing qualified personnel to run the program

99. Which of the following is not a purpose of teacher evaluation:

a. To make a decision on promotion
b. To make a decision on continuing contract
c. To make a decision on transfer
d. To make a decision on level of performance

100. Which of the following are elements of a staff evaluation system:

a. Observation systems
b. Program objectives
c. Staff profile
d. Minimum standard of performance
e. All of the above

101. The most important factor for the evaluation of performance is the existence of:

a. a fair and uncapricious attitude toward teachers
b. a system of comparison based on valid and reliable factors
c. the existence of valid indicators of successful performance
d. a minimum set of criteria for performance

102. The communication between supervisor and teacher in regard to performance should be:

a. clear
b. fair
c. open
d. guarded
e. none of the above

103. Which of the following is not a purpose of a teacher performance review:

a. To formulate time line of improvement
b. To indicate areas of needed improvement
c. To indicate areas of strong performance
d. To evaluate teacher performance
e. To discuss assessment measures and results

104. Confidentiality in the performance appraisal process is best established by guidelines that are:

a. established in writing
b. understood by both parties
c. clear
d. mutually established

True and False: Please circle the best answer in each of the following statements.

T F 105. The following three terms may be used interchangeably in describing teacher performance: evaluation, assessment, appraisal

T F 106. Most persons are threatened by an honest appraisal of performance.

T F 107. The supervisor and teacher can develop mutually acceptable assessment measures without jeopardizing the review process.

T F 108. The major portion of a supervisor's time usually is devoted to developing his staff.

T F 109. A supervisor's major responsibility is the overall performance of his personnel.

Appendix F

WORKSHOP PARTICIPANT EVALUATION FORM

For each of the following, check the most appropriate answer.
PLEASE RESPOND TO ALL QUESTIONS.

1. Have the expectations you had about the workshop been fulfilled?

   1. ____Yes
   2. ____No

2. If this workshop were offered again, would you recommend it to your colleagues?

   1. ____Yes
   2. ____No

3. Of how much value to you was this workshop?

   1. ____ Very valuable
   2. ____ Moderately valuable
   3. ____ Slightly valuable
   4. ____ Very little value
   5. ____ No value

4. Would you be interested in attending other workshops dealing with Special Education Administration?

   1. ____ Yes
   2. ____ No

5. Rate the organization of this workshop.

1. ____Superior
2. ____Above Average
3. ____Average
4. ____Below Average
5. ____Poor

6. As a group, rate the instructional presentations for effectiveness.

1. ____Highly effective
2. ____Very effective
3. ____Moderately effective
4. ____Slightly effective
5. ____Ineffective

7. Which presentation was best?

8. Which presentation needs the most improvement?

9. Did this workshop cover the topic to your satisfaction?

1. ____Yes
2. ____No

10. What level of achievement do you feel you obtained at the workshop?

1. ____Superior
2. ____Above Average
3. ____Average
4. ____Below Average
5. ____Learned Nothing

11. Give at least one suggestion you have for improving the content (topic area) for this workshop?

12. Please rate the following as satisfactory (S) or unsatisfactory(US). (Check the appropriate response for each item).

			If unsatisfactory(US), please indicate the reason(s) following that item.
1. Meals provided by workshop	___S	___US	_____
2. Your room	___S	___US	_____
3. Service	___S	___US	_____
4. Room Temperature	___S	___US	_____
5. Ventiliation	___S	___US	_____

13. Continue Question 12.

1. Lighting	___S	___US	_____
2. Room size	___S	___US	_____
3. Room arrangement	___S	___US	_____
4. Chairs	___S	___US	_____

14. Give at least one suggestion you have for improving the instructional presentations.

15. Give at least one suggestion you have for improving the workshop organization.

Responses to Question 7

Which Presentation was best?

1.. Tom Stark--Total
2. Tom Stark--Excellent organization--thanks!
3. Dr. Stark
4. Communication
5. Stark's entire presentation
6. Tom Stark--Greivance procedures
7. Dr. Stark all sessions excellent
8. All of Stark's!
9. All of Stark's presentation on Management
10. The first day with Bob Clyde
11. Tom Stark
12. Tom Stark
13. Communications
14. Manpower
15. Manpower Planning (Stark)
16. Nature of Personnel Management--Stark
17. Tom Stark
18. Tom Stark was excellent throughout
19. Tom Stark
20. Tom Stark
21. Definietly all of Tom Stark's presentations
22. Tom Stark--Managerial Grid
23. Tom Stark was excellent throughout

Responses to Question 8

Which presentation needs the most improvement?

1. Charles Hagen
2. Communication
3. St. Paul
4. Staff Development
5. Staff development--personnel management
6. St. Paul's In-Service Training
7. The first portion dealing with communications
8. First presentation on communication!
9. Clyde's Communication and St. Paul's
10. The one on the St. Paul Schools
11. No response
12. Staff Development
13. Staff Development
14. Personnel
15. Staff Development
16. Staff Development--St. Paul
17. Robert Clyde
18. Communication section
19. Staff Development
20. Staff development 1st afternoon session
21. Communication
22. Staff evaluation and inservice
23. Communications

Responses to Question 11

Give at least on suggestion you have for improving the content (topic area) for this workshop?

1. More on law-regulation of personnel management
2. Leave out the "human relations" portion: must have taken 60 hours of that!
3. Teacher evaluation processes should be added
4. None
5. Content is probably ok--review your list of possible presenters
6. Develop the teacher evaluation--supervision--in service training concept
7. The communications portion needed to be gear more to the real need, i.e., have Supt., Dir. of Spec., Ed., (who are considered very good in this area). Review their methods--Dr. Stark could offer such.
8. Narrow the list of competencies desired to two or three et. al. certification, management and teach thoroughly.
9. Communication--I want exercises which you can apply back home. St. Paul's presentations were so poorly presented, their organization may have been ok but they are such poor presentors.
10. Keep the material presented relevant to the topic and the test questions.
11. Things to read in preparation
12. More needed in area of staff development
13. Prior contact with content before workshop
14. Incorporate comments from us prior to the final selection of workshop instructors.
15. Distribution of handouts prior to the workshop so that some issues may be more thoroughly covered
16. Since so many of the participants are from rural areas, many of the procedures discussed may not be too relevant.
17. On communications--you can't teach these skills in one morning session. This should be changed or omitted.
18. A more behavioristic approach pertinent to the communication session.
19. Send out one month before workshop, appropriate study materials, include clinical supervision--providing a more sophisticated entry level.
20. Utilize strengths of participants' by opportunity for expression of examples, More problem solving.
21. More information on communication and listening. More information and structure--the staff development section
22. Make sure that personnel management refers to Spec. Ed. personnel management and not the district's personnel department.
23. Inservice example representing a rural co-op.

Responses to Questions 12 and 13

Please rate the following as satisfactory or unsatisfactory.
If unsatisfactory please indicate the reason(s) following that item.

1. No response
2. No response
3. No response
4. You know why! (Meals provided by workshop unsatisfactory)
5. (Meals provided) Low budget
6. No response
7. Always provide tables unless there is mobility
8. No response
9. No response
10. No response
11. Holiday Inn meals not as good as last
12. No response
13. No response
14. No response
15. No response
16. Cold, tasteless, service unsatisfactory in restaurant
17. No response
18. Temperature too hot first session
19. Breakfast cold, Ethel the hostess was always rude, service so-so room was too cold or hot, noisy room
20. $1.10 not adequate for breakfast. Non-smokers' rights provided for only 1st a.m.
21. No response
22. Prices too high for breakfast, lunch dry for two days.
23. Participants smoking cigars

Responses to Question 14

Give at least one suggestion you have for improving the instructional presentations.

1. Eliminate the St. Paul presentation
2. Good presentors
3. Eliminate the presentation by the Augsburg Professor
4. Shorten sessions
5. Have dynamic, credible presentors--not just one
6. See #11-preparation
7. Make all presentations geared to identified needs for our area
8. Due to short period of time to accumulate information, more take home information
9. Handout material to review before we come to the workshop
10. Have more group involvement rather than lecture
11. Short lectures, then interaction to discuss our role play.
12. Fire Chuch Hagen
13. Decrease lecture times and increase more group activity
14. Give out copies of overhead transparencies, as dittoed or mimeographed copies
15. Use more audio-visual aids
16. The presenters should be experts on topics discussed. More apparent planning by presenters should be made
17. Shorten time blocks
18. The early presentations could have been more organized
19. Liked the multi-media presentations. Liked many handouts. Give out copies of more of the overlays.
20. Less lecture--more participant action
21. More handouts
22. Have someone with more practiced ideas cover the staff development and inservice part
23. More small group work

Responses to Question 15

Give at least one suggestion you have for improving the workshop organization.

1. Don't schedule Friday evening--make Wednesday evening heavier--Saturday a.m. lighter.
2. Very good!
3. Shorten evening session
4. none
5. Reconsider shortening Saturday morning presentation. Maby plan on moving more into Friday evening.
6. Location should be in the Twin City Area
7. Satisfactory in all respects
8. Really have none. Much better with Friday night off
9. Make the Wednesday evening part meaningful
10. Keep within the time structure established
11. Smoke outside of room!
12. Some materials could be sent prior to the workshop
13. Decrease the lecture time and insert longer breaks between class periods
14. Give the cost differential, as an example 1.15 for breakfast--participant pays the remainder, room cost double or single, etc.
15. That some presentors be more organized
16. Organization is very satisfactory.
17. Move Saturday a.m. session to Friday nite and then dismiss
18. Organization, timeline, etc., was good; I would have preferred not listening to the communications session as it was so involved with feelings--untangibles, etc.
19. Send handouts out ahead of time
20. Vary length to allow for body movement--stretch
21. Friday's session was too long--leaving one evening open was better than format used at Rochester
22. None--organization excellent
23. Needed a social adjustment break between afternoon presentations.

Appendix G

OUTLINE OF COMPETENCY AREA

OF PROGRAM DEVELOPMENT

I. Needs Assessment System

II. Child Study System

III. Instruction and Services System

IV. Evaluation System

PROGRAM DEVELOPMENT GOAL

Develop and implement an Instruction and Service System (Program) which meets the needs of all handicapped children in the service area.

Each successful participant in the Special Education Administration Training Program session of Program Development will demonstrate competency in the following areas:

Needs Assessment System

Child Study System

Instruction and Services System

Evaluation System

Symbol Code: Competency Level of Minimum Performance

A - Awareness Level

GO - General Operation

TP - Technical Performance

Relative Importance for Achievement

L - Low

M - Medium

H - High

H TP I. Needs Assessment System

Develop and utilize an operational model

for conducting needs assessment.

a. Identify and prioritize desired program goals through community and professional involvement

b. Identify existing program status in terms of desired program goals

c. Determine needs based upon discrepancy between existing and desired program, producing a list of prioritized program objectives

H TP II. Child Study System

Utilizing the literature, designs/selects and implement a child

study system which respects the rights of children and parents,

and involves them in decision making.

a. Conforms to state and national guidelines, regulations and laws

b. Should not discriminate against minority groups (cultural, race, sex).

c. Strives for zero reject programming

d. Provides continuous monitoring of individual pupil progress

H TP III. Organize design elements into alternative programs, select program

that maximizes prioritized goals, and implement program.

1. Instructional strategies

2. Curriculum design

3. Role function

4. Due process procedures

5. Use of time and space

6. Equipment and materials

Criteria:

1. Based on program objectives
2. Conforms to state/national regulations, guidelines and laws
   A. Meets all Special Education needs of all children in service area
   B. Unmet needs are formally reported to superiors
3. Indicates relationship to regular education

H TP IV. Evaluation System

Develop and implement a program evaluation model which provides feedback for possible program modification.

Criteria:

1. Determines and collects needed data based upon program objectives and goals
2. Analyzes and reports data for possible program modification
3. Makes program modifications based upon evaluation data (initiate, modify, continue, terminate)
4. Includes participatory feedback

Appendix H

CRITERION REFERENCE TEST III
PROGRAM DEVELOPMENT

Multiple choice: Please circle the best answer in each of the following questions.

1. MARC, MACLD, and MAHI refer to:

   a. Governmental agencies associated with the handicapped.
   b. Programming models related to the handicapped.
   c. Parent groups related to disability areas.
   d. Diagnostic tests in special education.

2. A staffing conference would be appropriate in which of the following systems in the development of a Special Education Program?

   a. Child Study.
   b. Program Needs Assessment.
   c. Program Evaluation.
   d. Instruction and Services.
   e. All of the above.

3. Which of the following areas is being re-evaluated in special education today?

   a. Evaluation.
   b. Identification-Testing.
   c. Labeling.
   d. Placement.
   e. All of the above.

4. Referral, screening, assessment, staffing decision points and termination procedures are all components of:

   a. A demission procedure.
   b. A basic child study system.
   c. A staffing conference.
   d. An instructional strategy.

5. According to state guidelines, the advocacy competencies of a special education director should include the following authority:

   a. Integration of handicapped students into regular education.
   b. Placement of handicapped students in a specific program.
   c. Follow-up of every placement to determine continued appropriateness and modification or termination as needed.
   d. Identification of handicapped students.
   e. All of the above.

6. According to state guidelines, management competencies of a special education director should include:

   a. Communication/Dissmeination/Reporting.
   b. Policy Development.
   c. Resource Management.
   d. All of the above.

True and False: Please circle the best answer in each of the following statements.

T F 7. School districts have a mandatory responsibility to provide special instruction and services for educable mentally retarded children of school age.

Multiple Choice: Please circle the best answer in each of the following questions.

8. Identification of all trainable retarded children in a school district may include the following procedure(s):

   a. Place a notice in school board newspaper advising parents of trainable retarded children to contact school administration.
   b. Use the school census or other district contracts.
   c. Contact public or private residential facilities which care for trainable children.
   d. Contact local Day Activity Centers dealing with trainable children.
   e. All of the above.

9. According to the Minnesota Statute, a school census shall include:

   a. The name and birthdate of each person required to be enumerated.
   b. The name and address of the child's parent or guardian.
   c. An enumeration of children requiring special education.
   d. A taking of the census annually.
   e. All of the above.

10. According to state law, the minimum number of school days of the school year is determined by:

   a. The Commissioner.
   b. The local district superintendent.
   c. The State Board.
   d. The local school board.

True and False: Please circle the best answer in each of the following statements.

T F 11. According to the Minnesota statute, no child shall be required to attend a public school more than ten months during any school year.

Multiple Choice: Please circle the best answer in each of the following questions.

12. According to state guidelines, priorities of a Special Education Program's needs should be determined by:

    a. The philosophy, purposes, and goals established for the local special education system.
    b. State laws.
    c. A formal on-going needs assessment procedure.
    d. b and c.
    e. All of the above.

13. According to the Minnesota regulation, the district school board shall employ or designate a full time person to supervise the disability area of deaf and hard of hearing, crippled, visually impaired or emotionally disturbed if the following number of full time professional personnel are employed in the area:

    a. 12 or more.
    b. 15 or more.
    c. 18 or more.
    d. 30 or more.

14. In the development of a Special Education Program, the knowledge of a handicapped child's legal school age is necessary for which of the following systems?

    a. Program Evaluation.
    b. Program Needs Assessment.
    c. Instruction and Services.
    d. Child Study.
    e. All of the above.

According to state guidelines, a special education director should be involved with which of the following resources? (Question 15)

15. (a) Curriculum.
    (b) Transportation.
    (c) Insurance.
    (d) None of the above.

16. The legal "school age" for children who are mentally retarded is:

a. Four-18 years, but not extending beyond secondary school or its equivalent.
b. Five-18 years, but not extending beyond secondary school or its equivalent.
c. Four-21 years, but not extending beyond secondary school or its equivalent.
d. Five-21 years, but not extending beyond secondary school or its equivalent.

17. Deviations from the normal school day for any type of handicapped children shall be approved by:

a. The State Special Education Director.
b. The Commissioner of Education.
c. The district special education director.
d. The district superintendent.

18. The "school age" for children who are deaf, blind, crippled or have speech defects is:

a. Four-18 years, but not extending beyond secondary school or its equivalent.
b. Five-18 years, but not extending beyond secondary school or its equivalent.
c. Four-21 years, but not extending beyond secondary school or its equivalent.
d. Five-21 years, but not extending beyond secondary school or its equivalent.

19. Under Minnesota law, a local school district has the authority to contract with which of the following in order to provide services for handicapped children:

a. Private agencies.
b. Volunteer agencies.
c. Public agencies.
d. All of the above.

True and False: Please circle the best answer in each of the following statements:

T F 20. According to state guidelines, small schools in rural areas are discouraged from using inter-district cooperative approaches in meeting the needs of their mentally retarded children if their student populations are greater than 1,500.

Multiple Choice: Please circle the best answer in each of the following questions.

21. In a child study system, all of the following should be considered in actively seeking out and identifying handicapped individuals EXCEPT:

a. Non-attending handicapped persons of school age.
b. The pre-school children of the district.
c. Non-graduated, handicapped persons over 21 years.
d. Handicapped school-attending persons.

22. According to state guidelines, a school district can exceed the enrollment limit for SLBP services if:

a. Just cause is shown.
b. Resource services are offered.
c. Additional staff is hired.
d. Outside districts contract for services.
e. a and d.

In the following question, indicate which professional would best be responsible for the indicated child study process:

23. Conducting a home study.

a. School psychologist.
b. Regular classroom teacher.
c. Principal.
d. School social worker.
e. Special Education teacher.

24. Minnesota SLBP guidelines state that a child should be maintained in the regular classroom with Special Education consultative services if he is in need of:

a. Less than 8 hours of instruction and service a week.
b. Less than 6 hours of instruction and service a week.
c. Less than 3 hours of instruction and service a week.
d. None of the above.

25. Which of the following statements is NOT true regarding educable mentally retarded children:

a. They are easily identified in and out of the academic setting.
b. They have a slow learning rate.
c. They have difficulty in abstract thinking.
d. All of the above are not true.

26. A hearing-impaired child is educationally handicapped by his:

a. Communication limitation.
b. Intellectual limitation.
c. Both a and b.

27. According to state guidelines, in a child study system, if an educational need is not found to exist, the next step would be:

a. Learning mode determination.
b. Recheck the child, beginning at the screening process.
c. Return the child to the regular school population.
d. b or c.

28. According to state guidelines, a child who is eligible for an SLBP program may include any one (or all) of the following EXCEPT:

a. Emotionally disturbed.
b. Trainable level of intelligence.
c. Socially maladjusted.
d. Learning disabled.

29. In a Child Study system, if the goal for the child is achieved, the next step would be to:

a. Set new goals for the child.
b. Return the child to the regular school population.
c. Call upon outside agencies to study the child.
d. Reasses the child for any other problems.

30. The determination of a child's performance level on sets of educational behaviors may be ascertained by:

a. Standardized tests.
b. Criterion referenced tests.
c. Controlled observations.
d. a and c.
e. All of the above.

31. According to state guidelines, which of the following is <u>not</u> a necessary process to be used in making a decision for the need of SLBP services for a child:

a. Pre-entry screening.
b. Standardized intelligence and standardized achievement testing.
c. Referral.
d. Psycho-educational evaluation.

32. According to state guidelines, the key personnel in the assessment process of a child-study system are:

a. Special education instructional staff.
b. Building administrator.
c. Regular education instructional staff.
d. a and c.
e. All of the above.

33. The legal school age for children who are crippled is:

a. Four-18 years, but not extending beyond secondary school or its equivalent.
b. Five-18 years, but not extending beyond secondary school or its equivalent.
c. Four-21 years, but not extending beyond secondary school or its equivalent.
d. Five-21 years, but not extending beyond secondary school or its equivalent.

34. According to state guidelines, which of the following procedures would be performed second in systematically processing a referral for SLBP services?

a. Psycho-educational assessing.
b. Pre-entry screening.
c. Developing of specific objectives.
d. Staffing conference.

35. According to state guidelines, Diagnostic and Evaluation Work-ups for a preschool hearing-impaired child should include:

a. Medical examination.
b. Audilogical evaluation.
c. Otological examination.
d. All of the above.

36. In a child study system, outside agencies may be used for:

a. Assessing skills.
b. Verifying a handicap.
c. Medical consulting.
d. All of the above.

37. Which of the following is a correct sequence of processes for a Child Study System in a Special Education Program.

a. Data Analysis and Feedback, Determine Strategies, Implement.
b. Determine Materials, Determine Strategies, Implement.
c. Determine Strategies, Implement, Determine Materials.
d. Determine Materials, Implement, Data Analysis and Feedback.

38. Which of the following is a correct sequence of processes for a Child Study System in a Special Education Program?

a. Set Objectives, Set Goal(s), Determine Placement Alternative.
b. Verify Handicap, Set Goal(s), Determine Placement Alternative.
c. Verify Handicap, Determine Placement Alternative, Set Goal(s).
d. Determine Placement Alternative, Set Goal(s), Set Objective(s).

39. According to SLBP guidelines, which of the following is not a possible characteristic of a seriously emotionally disturbed child as defined by the U.S. Office of Education?

a. Inability to learn that cannot be explained by intellectual, sensory, or health factors.
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
c. Inappropriate types of behavior or feelings under normal circumstances.
d. General pervasive mood of giddiness and uncontrollable laughter.

40. Which of the following is a correct sequence of processes for a Child Study System in a Special Education Program?

a. Determine Placement Alternative, Set Objectives, Determine Strategies.
b. Determine Placement Alternative, Determine Strategies, Set Objectives.
c. Determine Strategies, Determine Placement Alternative.
d. Set Objectives, Determine Strategies, Determine Placement Alternative.

41. Approximately what percentage of visually handicapped children enrolled in local day and residential schools have multiple handicaps:

a. 10%
b. 25%
c. 33%
d. 50%

42. Referrals for special education screening may come from:

a. Outside agencies.
b. Parents and others, including the child.
c. School personnel.
d. b and c.
e. All of the above.

True and False: Please circle the best answer in each of the following statements.

T F 43. The importance of an adequate vision screening program and systematic observations of visual behavior in school cannot be overestimated.

T F 44. According to state guidelines, to be eligible for home or hospital instruction, a pupil must be enrolled in a public elementary or secondary school during the period he is receiving such instruction.

T F 45. Assessment should be an on-going aspect of an individual's education.

T F 46. According to state guidelines, criteria for special services for the visually impaired must be based on both the impairment and the need for service.

T F 47. According to Minnesota guidelines, a child may be excluded from a SLBP service if he/she exhibits extreme behavioral problems.

T F 48. According to state guidelines, parent and student permission should be obtained for any individual psychological testing beyond routine intellectual and academic assessments.

T F 49. According to state guidelines, a hearing-impaired child is any child with a hearing loss which handicaps educationally and developmentally.

T F 50. The school psychologist's role is beginning to involve more activities concerning classroom management and the mental health of all students.

T F 51. According to state guidelines, procedures should be established whereby the child study system is fully cognizant of parent appeal processes, and inform and assist parents in an appeal process if such should become necessary.

T F 52. Labeling and/or categorizing children, rooms and/or teachers has no administrative purpose.

T F 53. A legally defined handicap will affect an individual's educational program.

Multiple Choice: Please circle the best answer in each of the following questions.

54. According to state guidelines, for purposes of reporting attendance, the following amount of home instruction is considered equivalent to one day of attendance in the regular school program:

a. 1 hour of home instruction.
b. 2 hours of home instruction.
c. 3 hours of home instruction.
d. 4 hours of home instruction.

55. According to state guidelines, in providing SLBP instruction and services to junior and senior high students, the following should be considered:

a. The total basic skills of focus to determine if it is still realistic.
b. The total number of students to determine the feasibility of a program at that level.
c. The components of vocational education that might be utilized or developed.
d. a or c.
e. All of the above.

56. According to Minnesota SLBP program guidelines, a program should make the following assumptions:

a. The majority of children requiring SLBP services have the basic ability needed to achieve independent living skills.
b. Individualized programming is required.
c. Children to be served by the SLBP program will show a highly variable range of learning-related characteristics.
d. Individual diagnosis is required.
e. All of the above.

57. According to state guidelines, each year special application shall be filed with the Commissioner of Education by the administrative officer of the school district for the establishment of the following types of special instruction and services EXCEPT:

a. For those held in hospitals, sanatoriums or homes.
b. For deaf and hard of hearing children.
c. For blind, partially seeing and crippled children.
d. For retarded children.
e. For speech defective children.

58. According to state guidelines, description of an educational program for preschool hearing-impaired children must include an outline of the use of a particular facility, showing it to be appropriate and adequate for the function described and complying with standards for nursery school facilities established by:

a. The Department of Public Welfare.
b. The State Division of Special Education.
c. The Department of Education.

59. According to state guidelines, students eligible for home-hospital instruction are entitled to:

a. No fewer than 3 and no more than 8 hours of instruction per week.
b. Five hours of instruction per week.
c. As many hours of instruction per week as deemed necessary by the teacher.
d. 10 hours of instruction per week.

60. State guidelines recommend the following type of summer programs for physically impaired and visually impaired children:

a. Individual tutorial programs.
b. Informal, integrated programs in the child's resident district.
c. Adapted physical education programs.
d. b and c.
e. All of the above.

61. According to state guidelines, proper programming for a hearing-impaired child is <u>best</u> dictated by the child's:

a. Communication ability.
b. Audiogram (which shows tested hearing acuity).
c. Educational performance level.
d. All of the above.

62. According to state guidelines, all of the following are considered to be responsibilities of the parent in a home instruction program EXCEPT:

a. Inform school authorities promptly of all recommendations by the physician which may affect the home instruction program.
b. Provide the best possible conditions for the home instruction.
c. Assist the teacher by tutoring the child on a regular basis each day.
d. Notify the teacher well in advance if the lesson is to be cancelled.
e. Arrange study hours to supplement the period of formal instruction.

63. All of the following are possible methods of communication used with and by deaf individuals EXCEPT:

a. Rochester Method.
b. Oral-Aural Method.
c. Total Communication.
d. Gallaudet Method.

64. According to state guidelines, when a child attends a private school for MR children:

a. The tuition is the responsibility of the child's home school district only if the district has been involved in placing the child in the private school.
b. The tuition is the responsibility of the child's home school district.
c. The child's home district must be involved in programming decisions for that child.

65. According to state guidelines, in an integrated nursery setting for preschool hearing-impaired, the following ratio is proposed as a guide for balance:

a. One hearing-impaired child to two hearing children.
b. One hearing-impaired child to three hearing children.
c. One hearing-impaired child to four hearing children.
d. One hearing-impaired child to five hearing children.

66. Minnesota Statute 120-17 states that special instruction or training and services for handicapped children may be provided by all of the following methods EXCEPT:

a. Special instruction and services in connection with attending regular elementary and secondary school classes.
b. Special classes which are established.
c. Instruction and services in a state college or University of Minnesota laboratory school.
d. Homebound instruction by the child's parents, if a certified teacher.
e. Contract with public, private or voluntary agency.

67. Which of the following groups of children with physical handicaps usually can be educated in the regular classroom.

a. Children with spina bifida who do not have hydrocephalus.
b. Children with hemophilia.
c. Children with diabetes.
d. b and c above.
e. All of the above.

67. According to state guidelines, all of the following are approved methods which should be used in determining eligibility of trainable children EXCEPT:

a. Medical history or examination.
b. Review of records.
c. Parental request for TMR placement.
d. Individual psychological and educational assessment.
e. Observation in existing environment.

68. According to state guidelines, in order to determine the educability, academic progress and selection for special instruction and services for a child, a psychological evaluation would best be performed by:

a. A certified psychologist from the Bureau for Psychological Services under the Department of Public Welfare.
b. A certified school psychologist.
c. A certified psychologist at a community mental health center.

69. According to state guidelines, the approximate I.Q. of an educable mentally retarded child is between approximately:

a. 30 and 60.
b. 40 and 70.
c. 50 and 80.
d. None of the above.

70. In a child study system, all of the following should be considered in actively seeking out and identifying handicapped individuals EXCEPT:

a. Non-attending handicapped persons of school age.
b. The pre-school children of the district.
c. Non-graduated, handicapped persons over 21 years.
d. Handicapped school-attending persons.

71. Legally, a child is "visually impaired", but not blind, when his visual field is 20 degrees or less or, his corrected vision in the better eye is:

a. 20/70 or less.
b. 20/80 or less.
c. 20/90 or less.
d. 20/100 or less.

73. A word which describes a desired level of attainment for a behavior in observable and measureable terms is:

a. A diagnosis.
b. An objective.
c. An evaluation.
d. A goal.

True and False: Please circle the best answer in each of the following statements.

T F 74. According to state guidelines, in cases where parents insist upon placement of their child in a Day Activity Center rather than enroll the child in a public school program, the DAC shall insist on payment of full cost from the parents.

T F 75. According to state guidelines, a major tenet in the philosophy of providing instruction and services to handicapped children is to serve these children in the regular instructional system whenever possible.

T F 76. According to state guidelines, the courses and methods of home/hospital instruction should be consistent with those provided in the regular school setting.

T F 77. According to state guidelines, although parent consent to placement is desirable, the school has the ultimate authority for placement in educational programs for which it is financially responsible.

T F 78. According to state guidelines, contracting for educational services for TMR children should be one child and not for group programs.

T F 79. The medical, legal, and economic classifications of "partially sighted" and "legally blind" have been found to be educationally relevant classifications.

T F 80. Minnesota guidelines for SLBP programs do not recommend coordination between nearby districts for a district that has a minimal number of seriously handicapped children.

T F 81. The visually handicapped's perception of the attitude of others toward blindness cause major problems for adjustment for himself.

T F 82. The child with muscular dystrophy should be kept as active as his physical condition will permit.

T F 83. Advances in medicine have made it possible to retain many epileptic children in the regular grades if they are of average intelligence and have no other disabilities.

T F 84. Special schools or special classes in regular schools are the most common type of facility for physically handicapped children.

T F 85. According to state guidelines, the extent of services provided by special education personnel shall be determined by the kind and severity of the handicaps of the pupils.

T F 86. There is usually a one-to-one correspondence between opthalmic measurements and educational performance in visually handicapped children.

T F 87. The legal residence of a handicapped child shall be the district in which the child receives special services and instruction.

T F 88. According to state guidelines, providing special programming for an emotionally disturbed child must involve psychiatric services.

T F 89. According to state guidelines, contracted services should not begin before the approval of the contract by the Commissioner of Education has been received.

T F 90. According to state guidelines, a handicapped child receiving contracted services shall not be considered on the roles at the resident district school for the time period he is receiving services elsewhere.

T F 91. As a group, due to their similarities, gifted children can be organized under a single plan of education.

T F 92. According to state guidelines, a pre-school hearing-impaired program may be provided for a single child or for a group.

T F 93. A school district should contract with a Day Activity Center to provide service for a particular child only after it is agreed by the school and DAC officials that the most appropriate program for the child is the DAC program.

Multiple Choice: Please circle the best answer in each of the following questions.

94. According to state law, a district's textbooks and courses of study shall be prescribed by:

a. The district superintendent.
b. The State school board.
c. The district school board.
d. The district curriculum writing teams.

95. According to state guidelines, the maximum class size for physically handicapped children should not exceed:

a. 10 students.
b. 12 students.
c. 15 students.
d. 18 students.

True and False: Please circle the best answer in each of the following statements.

T F 96. According to state guidelines, texts and materials ordinarily associated with non-public school religious programs may not be used in home instruction programs.

T F 97. The curriculum for the visually handicapped is the same as that for the normal child, only the materials and techniques are different.

Multiple Choice: Please circle the best answer in each of the following questions.

98. According to state guidelines, for self-contained classroom and special station services:

a. An SLBP teacher shall have a total caseload of no more than 8 students.
b. The self-contained SLBP program is not approved in Minnesota.
c. An SLBP teacher shall have a total caseload of no more than 15 students.
d. Be on an itinerant schedule.

99. State special education support of SLBP services in a school district is made contingent upon:

a. The established eligibility of a child for the service.
b. The full SLBP program approval.
c. The degree to which the students are capable of being mainstreamed into the regular program.

100. State approved personnel for a preschool program for the visually impaired, physically impaired or deaf-blind include:

a. Management aides.
b. Certified teachers at the preschool or elementary level, and in the disability area.
c. Registered occupational therapists and physical therapists.
d. Teaching or instructional aides.
e. a, b and c.
f. All of the above.

101. According to state guidelines, which of the following statements is true regarding the size of an approved preschool program for visually impaired, physically impaired or deaf-blind:

a. Special approval is possible if a teacher exceeds the maximum number of students.
b. The program size range should be five to eight children.
c. The minimum program size for full reimbursement of a teacher is five children.
d. b and c.
e. All of the above.

102. According to state guidelines, an SLBP resource teacher requires a room of adequate size and should be responsible for a total case load of:

a. No more than 15 students.
b. No more than 12 students.
c. No more than 18 students.
d. No more than 10 students.

True and False: Please circle the best answer in each of the following statements.

T F 103. A mainstreamed handicapped child should be capable of handling the regular curriculum without any modification or revision.

Multiple Choice: Please circle the best answer in each of the following questions.

104. According to state guidelines, which of the following is a component of a SLBP resource instruction and service program?

a. The SLBP teacher is assigned to more than one facility.
b. The SLBP teacher is responsible for constant consultation and communication with his students' regular teacher(s).
c. The SLBP teacher is responsible for a total caseload of no more than 8 people.

True and False: Please circle the best answer in each of the following statements.

T F 105. The state guidelines for instructing students in the home or hospital state specific parental responsibilities.

T F 106. Under the law, a school system can employ a school psychologist either independently or jointly through a cooperative inter-district approach.

T F 107. According to state guidelines, a SLBP resource teacher with a number of children exhibiting serious learning behavior problems should not be assigned a full caseload.

Answer the following statements as true or false regarding standards for state aid reimbursement of special education programs: (108-109)

T F 108. When the number of full time personnel employed in that program is at least 10 but less than 20, the school board shall designate a qualified person to devote part time to directing the special education program.

T F 109. Supervision of individual disability programs shall be provided at the elementary and secondary level.

T F 110. According to state guidelines, coordinators of Programs for the Physically Impaired and Visually Impaired may hold provisional supervisory certificates in their respective fields.

Multiple Choice: Please circle the best answer in each of the following questions.

111. According to state law, a complete pupil record of each child enrolled in the special education program of a school district shall be kept in the office of:

a. The administrative officer of the school.
b. The supervisor of the child's disability area.
c. The school district superintendent.
d. None of the above.

112. According to state law on demissions, all school boards must report to the Commissioner of Education those excuses granted by the school board:

a. When there is no definite plan for the return of the child to school.
b. For the period of an entire school year.
c. When the child's physical or mental condition causes him to be absent more than 90 days in a school year.
d. a and b.
e. All of the above.

True and False: Please circle the best answer in each of the following statements.

T F 113. According to state guidelines, a complete schedule of studies provided to each homebound pupil must be on file in the Superintendent's office.

T F 114. According to state guidelines, all school boards taking expulsion and exclusion actions must report the required information to the Commissioner of Education within 30 days of the action.

T F 115. In order to be eligible for state aid reimbursement, provision shall be made for offering early parent consultation when handicapped children require any evaluation including routine individual intelligence test and group surveys, and screening procedures.

T F 116. According to state guidelines, the school board makes the final decision on all demission actions.

T F 117. According to state guidelines, before using an isolation or seclusion room for the child, written consent from the parent(s) should be on file in the district.

Multiple Choice: Please circle the best answer in each of the following questions.

118. The state hospitals for the mentally retarded and epileptic are located in:

a. Brainerd, Owatonna, and Faribault.
b. Cambridge, Owatonna, and St. Cloud.
c. Cambridge, Faribault, and St. Cloud.
d. Brainerd, Cambridge, and Faribault.

119. According to state guidelines, the final decision to place a child in an isolation or seclusion room should be made by:

a. The child's teacher, after informing the principal.
b. An authorized staff including the school principal.
c. The school nurse, after informing the parents.
d. An authorized staff in conjunction with psychological or psychiatric consultation.

120. According to state law, persons transferred or admitted to the Owatonna state school shall be done so by:

a. The Commissioner of Education.
b. The State Director of Special Education.
c. The Commissioner of Public Welfare.
d. The local district Special Education Director.

121. According to state law, Day Activity Centers are to provide daytime activities for:

a. Mentally retarded children and adults who are unable to attend school because of their chronological age and inability to engage in ordinary community activities.
b. Mentally retarded children of school age who are neither educable or trainable.
c. All of the above.
d. None of the above.

122. According to state guidelines, in an SLBP resource program each child should receive direct/other service for a minimum of:

a. 30 minutes per day.
b. 60 minutes per day.
c. 1-1/2 hours per day.
d. 4 hours per week.

123. According to state law, admission to any state hospital for the mentally retarded and/or epileptic must be approved by:

a. A district judge.
b. The Commissioner of Education.
c. The State Director of Special Education.
d. The Commissioner of Education.

124. According to state guidelines, which of the following is NOT a required provision for an isolation or quiet room:

a. A key for the room must be kept with the principal of the school.
b. Contact with the child must be possible at all times.
c. The room must have state approved smoke and fire monitoring devices.
d. The room should comfortably accommodate a child and an adult.
e. No objects should be left in the room with which the child might injure himself.

125. According to state guidelines, in initiating a program for preschool hearing-impaired children, an individual school district may elect to:

a. Contract with another, more appropriate district or agency for facilities or personnel.
b. Use its own facilities and personnel to provide program supervision.
c. Pool its resources to develop a regional, inter-district program.
d. All of the above.

126. According to state guidelines, home-hospital instruction should not exceed:

a. 1 hour in any one day.
b. 2 hours in any one day.
c. 3 hours in any one day.
d. 4 hours in any one day.

True and False: Please circle the best answer in each of the following statements.

T F 127. In order to receive reimbursement by the state for special education programs, housing space for each class must be adequate.

Multiple Choice: Please circle the best answer in each of the following questions.

128. According to state guidelines, it is recommended that the evaluation process for an approved SLBP program:

a. Include behavior measured by standardized tests.
b. Include subjective evaluations by regular and special staff.
c. Include progress data on individual children.
d. Utilize specific instructional and behavioral objectives for individual children.
e. b, c, and d.
f. all of the above.

129. According to state guidelines, special education program evaluation should include:

a. Process.
b. Role of each person involved.
c. Both a and b.
d. None of the above.

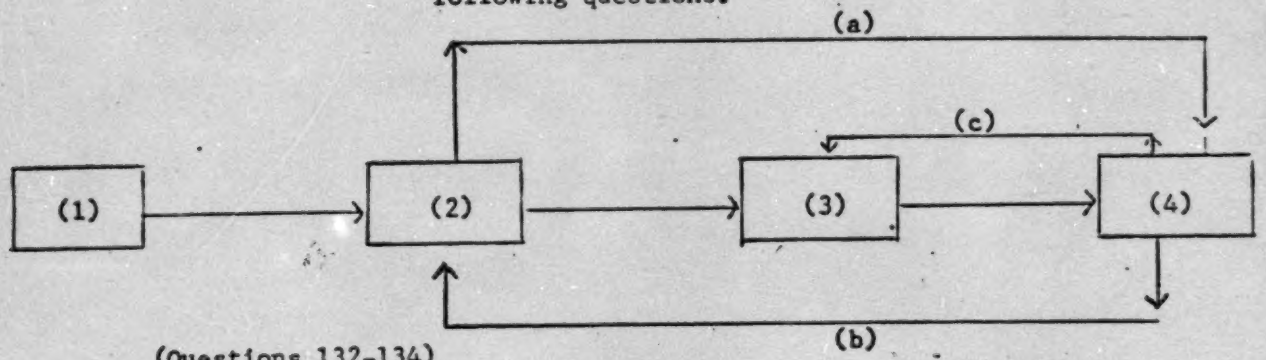
130. According to state guidelines, the special education director should be directly involved with which of the following processes dealing with instructional materials and equipment:

a. Utilization.
b. Dissemination.
c. Evaluation.
d. Selection.
e. All of the above.

True and False: Please circle the best answer in each of the following statements.

T F 131. According to state guidelines, school districts are required to submit their SLBP Program End of the Year Evaluation Reports with the State Department of Education.

Multiple Choice: Please circle the best answer in each of the following questions.



(Questions 132-134)

132. Given the following sequences of systems for the development of a Special Education Program, choose the correct sequence of the above diagram model:

a. (1) Child Study.
(2) Instruction and Services.
(3) Program Needs Assessment.
(4) Program Evaluation.

b. (1) Program Needs Assessment.
(2) Child Study.
(3) Instruction and Services.
(4) Program Evaluation.

c. (1) Child Study.
(2) Program Needs Assessment.
(3) Instruction and Services.
(4) Program Evaluation.

d. (1) Program Needs Assessment.
(2) Instruction and Services.
(3) Child Study.
(4) Program Evaluation.

133. In the above diagram, arrow (a) refers to:

a. An outside agency.
b. Feedback.
c. Feedforward.
d. None of the above.

134. In the diagram on page 22, arrow (b) and (c) refer to:

a. An outside agency.
b. Feedback.
c. Feedforward.
d. None of the above.

Appendix I

WORKSHOP PARTICIPANT EVALUATION FORM

The project staff and those presenting this workshop ask you to assist us by evaluating the activities as we proceed through the next few days.

At the close of each activity please rate its value to you, using a scale of 1 to 5 (1 being of least value, 5 being most valuable). Fill in each blank with a single value.

We shall accept your completed evaluation forms on Friday evening or Saturday morning prior to the post test.

Wednesday, May 1

		Rate
7:00 - 7:30	Workshop Orientations and Introductions	_____
7:30 - 9:00	Overview of Components of Program Development	_____

Thursday, May 2

8:30 - 9:15	Instruction and Service Components and Alternatives	_____
9:15 - 11:00	Specialty Consultants Overview Specialty Consultants Programming Issues:	
	SLBP	_____
	Mental Retardation	_____
	Visually Impaired	_____
	Physically Impaired	_____
	Hearing Impaired	_____
	Speech/Language Impaired	_____
11:00 - 11:30	Group Process Problem Solving	_____
11:30 - 12:00	"Those Other Kids"	_____
12:00 - 1:00	LUNCH	5

		Rate
1:00 - 1:45	Law and the Handicapped	
1:45 - 2:15	Problem Solving Re: Specialty Areas	
2:15 - 3:30	Solutions Presented and Reacted to	
3:30 - 4:00	Group Work Relative to State Laws	
4:00 - 5:15	Solutions Presented and Reacted to/ Open Questions and Answers	

Friday, May 3

8:30 - 9:30	Needs Assessment Components and Alternatives	
9:30 - 10:15	Development and Discussion of Needs Assessment by Participants	
10:15 - 11:15	Child Study Components & Alternatives	
11:15 - 12:00	Role-Play Staffing	
12:00 - 1:00	LUNCH	5
1:00 - 1:45	Evaluation Components & Alternatives	
1:45 - 2:30	Participants Generate Evaluative Plans	
2:30 - 4:00	SWIM BREAK	5
4:00 - 4:45	Legislation for the Handicapped	
4:45 - 6:30	Parent Groups and Outside Agencies	

Saturday, May 4

8:30 - 10:00	Group Problems in Program Development	
10:00 - 12:00	Participant Evaluation/Post Test	

GENERAL QUESTIONS FOR EVALUATION OF WORKSHOP

1. Have the expectations you had about the workshop been fulfilled?

   1. _____Yes
   2. _____No

2. Of how much value to you was this workshop?

   1. _____Very valuable
   2. _____Moderately valuable
   3. _____Slightly valuable
   4. _____Very little value
   5. _____No value

3. Rate the organization of this workshop.

   1. _____Superior
   2. _____Above average
   3. _____Average
   4. _____Below average
   5. _____Poor

4. Did this workshop cover the topic to your satisfaction?

   1. _____Yes
   2. _____No

5. What level of achievement do you feel you obtained at the workshop?

1. _____Superior
2. _____Above average
3. _____Average
4. _____Below average
5. _____Learned nothing

6. Give at least one suggestion you have for improving the content (topic area) for this workshop.

7. Please rate the following as satisfactory (S) or unsatisfactory (US). (Check the appropriate response for each item).

			If unsatisfactory (US), please indicate the reason(s) following that item.
1. Meals provided by workshop	___S	___US	_____
2. Your room	___S	___US	_____
3. Service	___S	___US	_____
4. Room temperature	___S	___US	_____
5. Ventilation	___S	___US	_____

8. Continue Question 7.

1. Lighting	___S	___US	_____
2. Room size	___S	___US	_____
3. Room arrangement	___S	___US	_____
4. Chairs	___S	___US	_____

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5. Ventilation	___S	___US	_____

8. Continue Question 7.

1. Lighting	___S	___US	_____
2. Room size	___S	___US	_____
3. Room arrangement	___S	___US	_____
4. Chairs	___S	___US	_____

9. Give at least one suggestion you have for improving the instructional presentations.

10. Give at least one suggestion you have for improving the workshop organization.

Responses to Question 6

Give at least one suggestion you have for improving the content (topic area) for this workshop.

1. Answer not included
2. Use less problem solving time--that's what we're involved in all the time--we need answers, not more problems.
3. Deal with process and individual involvement. This model appears to work well for some, but I prefer alternatives operating at one time.
4. Less jargon -- more protical. More handouts (protical). Show materials useful for certain types of handicapps--vision, hearing, etc.
5. More input on laws and reg. - Roy Anderson
6. More on Implementation of programs--needs assessment child study, evaluation.
7. Provide each participant with two or three models of needs assessments, child staffing systems and program evaluation systems currently being used in Minnesota--content was the poorist of the three workshops--
8. More stress should be placed on model possibilities--not as stress on specific remediative techniques. Test is not criterion referenced to the extent that it could be!
9. Speakers should always have hand outs of material ready--there needs to be more concrete concepts such as the Dr. Stah session of the Biand Workshop.
10. It is difficult, I realize, but perhaps topics approached on more specific focus, rather than a broad or a general approach.
11. No response
12. On Thursday, Dr. Moore was the only panel participant who was not from the State Department. The consultant for Hearing would have given the panel more continuity.
13. Example from "Old-Timer" Director as to how child study works.
14. No response
15. Better transparencies--more reproduced material
16. Keep to topics which will be of direct value to participants.
17. Address to the topics covered by the test.
18. Getting a panel of specialty areas etc. such as Dev. Disabilities Planners statewide relating to the Sp. Educators
19. Getting imput from previous workshop participants that represent a variety of administrative situations.
20. No response
21. More simulation
22. More opportunity for pragmatic operation development of our jobs back home. I have little, if any, need for presentors giving me philosophical stances or elucidating instructional clarification of subject matter philosophy. I have little need for fellow directors taking issue with the vocabulary or the presumed bias of the presentors' statements. Less verbalism--words serving some purpose other than helping the communication process.
23. Hand out the child study, instruction and service system flow charts, guideline, etc, practice making decisions based on the decision points of the material.

Responses to Questions 7 and 8

If unsatisfactory, please indicate the reason(s) following that item.
(Please rate the following as satisfactory or unsatisfactory.)

1. No response
2. Let us have tables with chairs not just chairs
3. No response
4. You could improve workshop by using Best Westerns extremely slow meals, slow understaffed service, cold room temperature, smokey ventilation, room small.
5. No response
6. Buffet dry and warmed over, poor service, poor service in dining room.
7. No response
8. Noon luncheon--Agh!
9. Poor service
10. Noon meals poor.
11. Lunch didn't make it
12. Poor service
13. No response
14. Service poor--noon meals tasted like leftovers
15. Chair too squeaky
16. Breakfast service was very poor
17. No smoking in conference rooms
18. Buffets were not good
19. Service was very slow
20. Meals--cooled, poorly prepared
21. Slow meals--had to wait too long
22. Room too small--when sitting so long a table is needed.
23. Poor quality food--poor service, too few waitresses

Responses to Question 9

Give at least one suggestion you have for improving the instructional presentations.

1. Answer not included
2. Give more information
3. More alternatives rather traditional lecture model.
4. See #10--Get beyond general, global over-view to a more specific level. Assume effective identification referral and program treatment materials mainstreaming diagnosis--now what do you do.
5. Better A V materials
6. Don't get a college teacher to tell directors of special ed. about specifics in language etc. which we had in our beginning special ed. courses.
7. Instructional techniques were O.K. -- less time should be spent on hypothetical problem solving situations--they are a waste of time (many of them)
8. Not as much group activities necessary
9. No lectures--more presentations of meaningful, field useful material
10. Softer speaking people and people that can relate to director's as directors and not beginning college students.
11. Visual aids not adequate
12. Ms. Collins should have reviewed her visual aids prior to experimenting with the conferees.
13. Transparencies to be used only if visible
14. Help in going through the Child Study Subsystem.
15. No response
16. More simulated experiences would be helpful rather than the lecture approach.
17. Use good transparencies or don't use any.
    Claudia Collins did not give us much. Get a good director from MN to do this.
18. Have all presentors have materials to distribute instead of us having to slow down by writing.This outline for speeches is a great idea.
19. Outlines should be available for each presentation to be made--a listing of specific topics to be presented should be available prior to the sessions so that each participant could be better prepared.
20. More simulations
21. More specific, pre-information
22. The director's job seems to be to implement and to facilitate implementation. The presentor should attend to this aspect and consider much of what was said as secondary to or supplemental to the task of implementing programs.
23. Give the participants some practical tools to take back to their working situations. Less theory and more practicality.

Responses to Question 10

Give at least one suggestion you have for improving the workshop organization.

1. Answer not included
2. O.K.
3. Shorter Sessions with more individual involvement.
4. --at other institutes/workshops (e.g., Sister Kinney),organization much more effective thru
   1. Requiring "presentors" to outline speech or presentation
   2. Mimeographing these outlines of each talk and handing out to directors/participants
      --for visual learners, distribute handouts summarizing overlays and oral talk.
5. The presenters should have had more time to prepare together
6. Take attendance at sessions. Require a % of attendance for credit. More breaks--too much sitting (also more group interaction)
7. The sessions at Rochester and Brainerd were of value to me. I have used many of the ideas and techniques that were given. However, I am not sure what I got out of the last session here in Willmar--Very little I am afraid!
8. Organization was good!
9. I really have none of significance. Dan and Staff did their usual fine job--at difficult task.
10. Shorter Presentation Time Segments and more group participation.
11. Swim break every afternoon.
12. The sermonette on Thursday morning was most inappropriate. An atmosphere of the Wednesday night meetings was established in Rochester and followed up in Brainerd--An opportunity for people to meet their peers, unwind from a day of work and a long trip, complete administrative duties and develop a general orientation of the workshop. I feel my objectives for the first session was met, but apparently my objectives were _____.
13. Make clear to participants obligation to attend sessions-- too bad we had to be reprimanded like children. Most acted as professionals.
14. Due to the fact it is hard to be away from the job during the school year I would suggest some alternative workshops during the Summer months, possibly even a video tape of some of these sessions.
15. Environment was cool after heavy remarks by Jo Gasgoign at Thurs. a.m. session.-- Remarks after parent advocate meeting were appropriate but possible better said to a "closed group" of workshop participants.
16. I believe the whole workshop would have been better if there had been a strong lead-type person who would keep the group on task. The people who organized worked hard and spent a lot of time in preparation. I think it was very unfortunate that some of the members of the directors group did not display professionalism in their conduct.
17. Skip Sat. morning session and move everything up back to Wednesday so that Wed. evening from 6-9:30 is a production meaningful time.
    Be hard on promptness. If someone (only 1 maybe) is present at starting time, start with them at the appointed time. You reinforced the program running behind schedule.

continued--
Reponses to Question 10

17. Set some behavioral goals i.e.--Participants must attend all sessions, be on time, no pitchers of beer.
18. As the test improves and you continue to get the "feel" of people, the workshop will improve, the swim session in the afternoon was good since I needed time to contact an agency in town.
19 I feel that the workshop sessions are already well organized--some time schedules could be more closely followed.
20. Organization by far the best this time.
21. Well done. Greatly appreciate the efforts of the staff.
22. The oft repeated reminders that we were behind schedule suggests that the schedule was somewhat unrealistically developed. Granted--the directors arrived late. They were tardy in returning after a coffee break. So were the presentors. Attempts to avoid the disruption of a coffee break by encouraging individuals to go to and from the coffee urns should include more room between knees and the next row of chairs. An individual moving about such a crowded room is too great a disturbance. Perhaps there was too great an effort to throw information at us without a change of pace--although the planning, on the program, would disagree with my suggestion.
23 Don't have it in Willmar--Holiday Inn.

COMMENTS OF TRAINING PARTICIPANTS CONCERNING THE PROJECT
May 4, 1974

The following are the comments which were obtained at a discussion held at the end of the Program Development Workshop in Wilmar, Minnesota, May 4, 1974. Those present were the participants and project staff. The following are the comments of the participants when asked how they felt this project might be improved. 1) item by item analysis of pre-test responses send to participants. 2) a knowledge of the law and the fiscal policy was the greatest benefit derived from the workshops to date. 3) it was felt that teaching people where to obtain correct answers for the pre/post tests and course materials is of primary importance. 4) how much should you have as knowledge and how much should you have as resources as objectives for the training program. This was felt to be a key issue concerning whether people should memorize facts or sources of information. The project is hoping to have people memorize or learn sources of information and a minimum amount of facts except when necessary. 5) the fiscal simulation was felt to be good for persons who had not seen all the forms before. 6) there was a concern of what was presented in the workshop was not always the items measured by the criterion reference test. It was also felt that possibly many people did not buy the concept of criterion referenced instruction. The difficulties involved with getting consultants to teach exactly what is measured in the test were discussed. It was felt that the participants probably understood and empathized with the project staff in their problems in this area. Next years activities should eliminate this problem. 7) the presenters vary considerably and they particularly liked presenters that provided concrete examples and spoke from experience. Tom Stark was held out as the outstanding example in this case. 8) there was a controversy of whether a Special Education Director is a director or an administrator. The question arose when discussing the job analysis. It was probably felt by the participants that the two terms are interchangeable.

The preceding comments were those of the participants. It is felt that they will be of great value to the staff in their further planning.